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ABSTRACT

This publication features sixteen articles that focus on the theme of collaborative decision making. The articles are concerned with: 1) effects of the lack of collaboration: 2) the trust, distrust, and political reasons behind collaboration: 3) collaboration as a critical democratic process: 4) mandated public school and community cooperation: and 5) collaboration and nontraditional education. Also included are descriptions of several programs sponsored by the Teacher Corps. (CJ)

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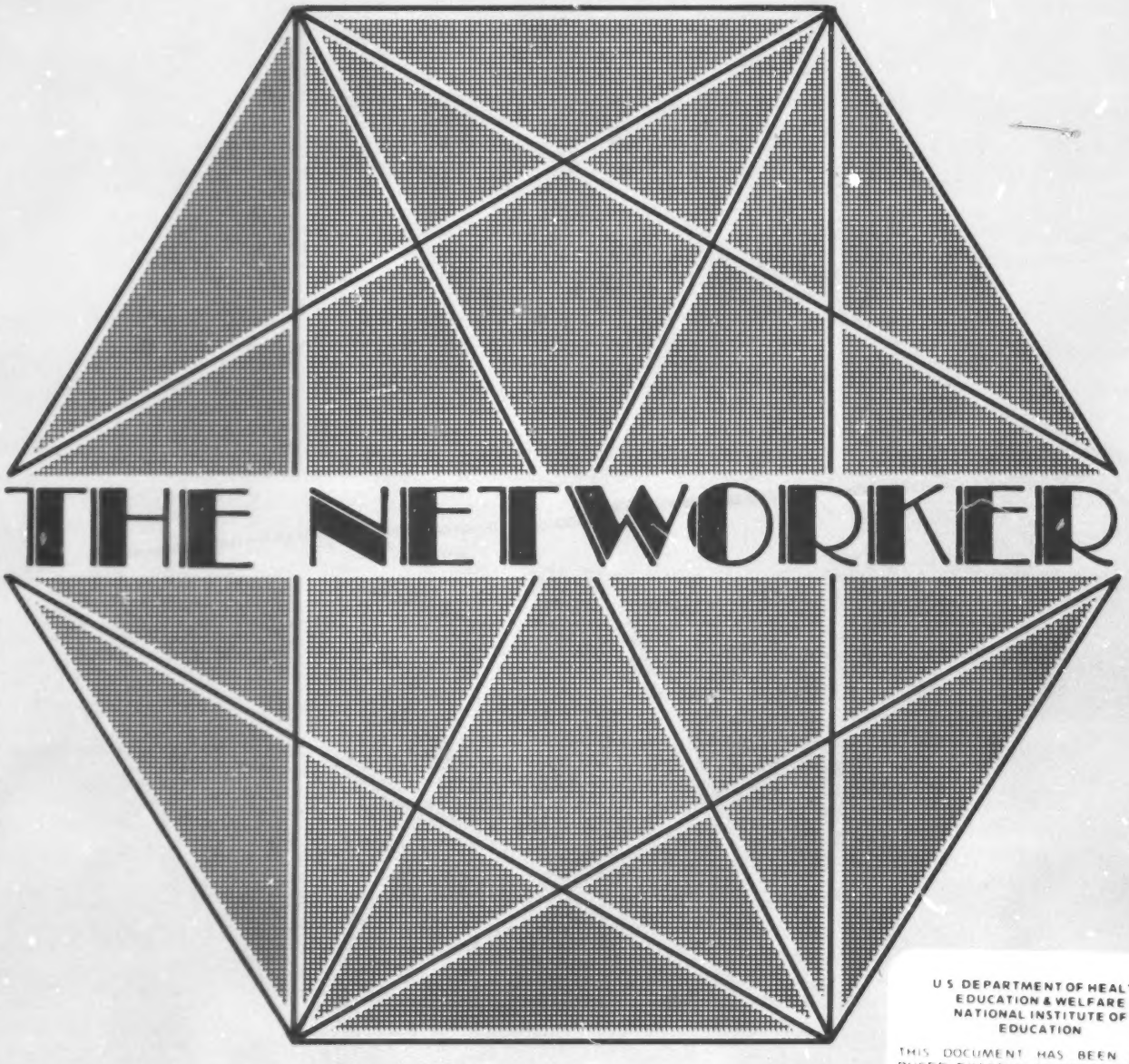

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COLLABORATIVE DECISION-MAKING

CALIFORNIA TEACHER CORPS NETWORK

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COLLABORATIVE DECISION MAKING

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Unaccustomed as I am to . . .

Editorially Speaking . . .

The theme of this first issue of *THE NETWORKER*—Collaborative Decision Making—is probably more American than apple pie or hot dogs. The apple pie analogy may be most fitting for this issue's theme since decision making may involve sour apples, sweet apples, mushy apples, and the pie might even be flaky or too crusty. At any rate, the seven thematic articles which follow tend to agree: Collaborative Decision Making *is* the democratic process in action and the success or failure of a Teacher Corps project rests principally on just how well decision making is carried out. While each of the authors takes a different tack in dealing with the theme, each has had considerable experience with decision making and could have related many sad tales that inadequate collaboration brings. The articles present an even blend of the theoretical with the practical along with some helpful suggestions for implementation.

Nagel's lead article is a delightful parable which reveals one individual's frustration with the lack of collaboration among educational enterprises in California. One has to read his map carefully between the lines to receive the "message." Wissot's theoretical article is also practical at the same time. It is especially significant because many of his decision-making experiences were gained in the push and pull of San Bernardino's first venture into Teacher Corps. Wissot's three types of collaboration (trust, distrust and political expediency for personal gain) are especially interesting. Hill and Cropper look at collaboration as a critical democratic process. They believe that since we have only given token allegiance to collaboration, it has been necessarily forced upon us by legislative mandate. The authors then discuss what they believe to be the components of leadership which are best served by the collaborative decision-making process, accountability, facilitation and visionary. They also present some significant guidelines and techniques for alleviating potential difficulties with the process. The Till and Valladolid article represent the L.E.A. point of view. Both writers have been involved with Assembly Bill 65 in California which mandates public school and community collaboration. They believe that collaboration in the Teacher Corps model is far more complex because the I.H.E. component creates a more difficult relationship. Despite the fact that role groups within the decision-making process possess differing philosophies and backgrounds, when they are appoached with openness and feelings of trust and confidence, the authors firmly believe the process can work.

Wolf's article is extremely interesting because of its relationship to the previously cited Wissot article. Alvin Wolf succeeded Jay Wissot as Teacher Corps Program Development Specialist at California State College, San Bernardino. While Wissot seems to have suffered the "barbs and arrows" of outrageous collaboration of a first-time project, Wolf and his colleagues seemed to have learned their lessons well from this first experience. His article is a beautiful example of how collaborative decision making ought to work—and often does.

Dynes and Pruitt add another educational dimension to the collaborative decision-making process—the alternative school. While collaboration may be crucial within the traditional school setting, it is absolutely essential in this alternative setting. The disparate nature of the role groups plus the philosophy of openness and flexibility all contribute to the complexity of the situation. The John Williams article stresses what he believes to be the "best kind" of collaboration—that which is freely entered into by like-minded individuals who seek and share solutions. His elaboration of potential sources of collaboration problems is especially interesting.

As previously stated, one idea permeates these thematic articles—when the collaborative decision-making process is carefully planned and implemented within a democratic philosophy of openness and sharing, it assures success to a project—when not, it results in confusion, frustration, bitterness and failure. Here's to better collaboration and more apple pie!

H.R.S.

The Small Explorer's Map or Collaboration in California

by Thomas S. Nagel

Once upon a time there was a small explorer in The Land of Education. The small explorer had been working in a very tiny province of The Land and had never ventured far from his comfortable hearth and home on any expedition. But—he finally came to realize that there was a big, exciting land out there; and The Land had Big problems to solve. The more the small explorer read the prestigious journals and thought about it, the more he knew that a map of The Land was needed as the first step toward solving the problems. He was concerned because too many children couldn't read very well. Also, they didn't write or compute the way parents said they should. Schools were in difficulty solving the social ills of the society, and new programs didn't seem to have much impact. All of this was very distressing. Also he could find no one who seemed to know much about what lay beyond the boundaries of the tiny province. His fellow workers were not an adventuresome sort. He decided that *he* would have to act!

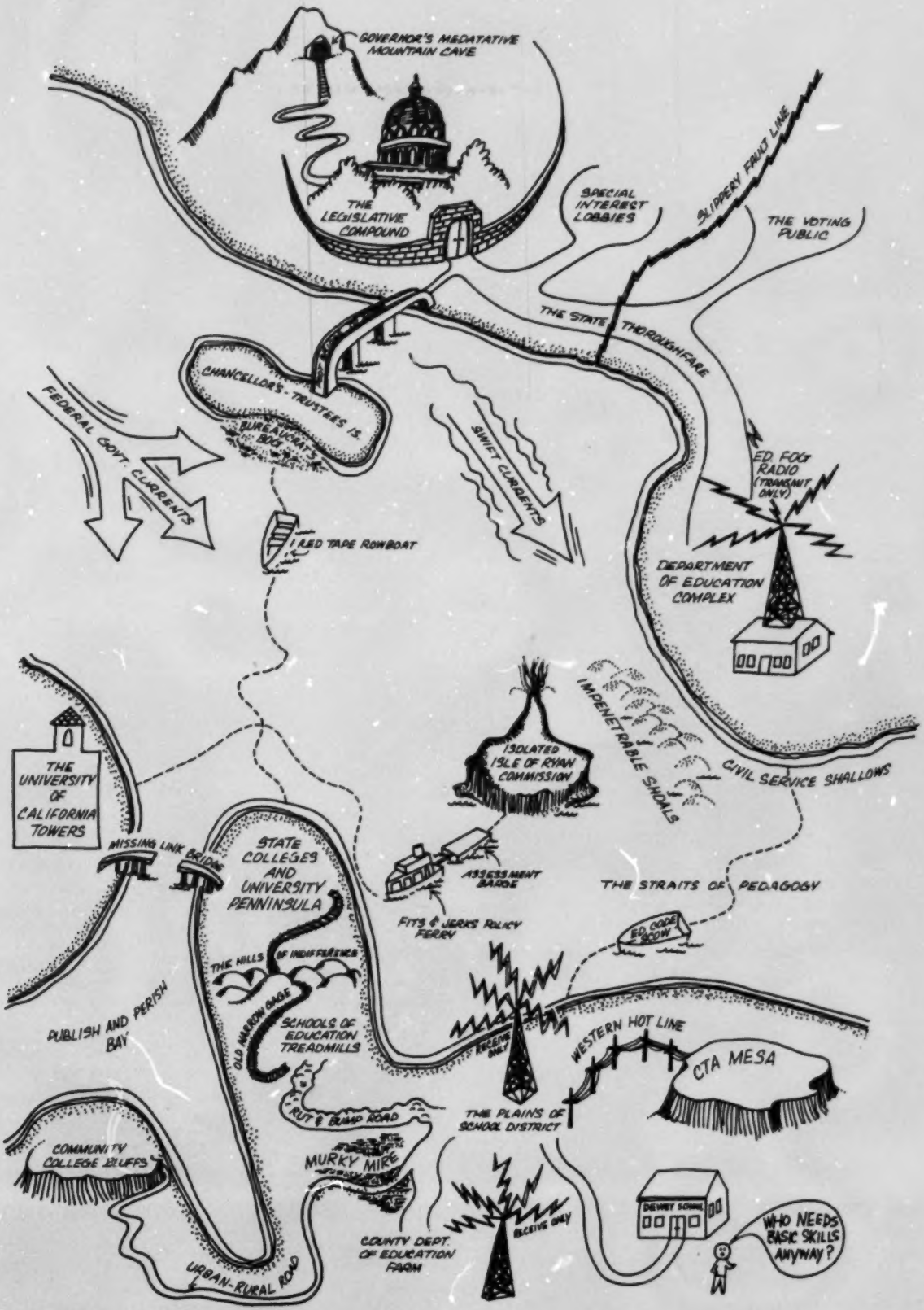
He resolved to go forth! After packing his foul weather gear, snake bite serum, and log book he said his goodbyes to wife and children and wrenched off on The Great Expedition! He ventured forth with high hopes, great expectations, and a somewhat queasy feeling in the pit of his stomach as one venturing off into a great unknown.

As was later established, there was at first a great resemblance to an earlier trip Dorothy was reported to have made on the Yellow Brick Road; however that impression soon vanished. The small explorer must have been ill-prepared for the bizarre topography which he encountered. Mountains, great gulfs, shoals, bad weather, people speaking in tongues, and every kind of transportation difficulty seemed to plague his journey from the beginning. But he continued on.

Several long weeks stretched into months, and there was no word from the intrepid small explorer. His wife and children missed him and wondered and worried when he would reappear. However, his friends and colleagues in the province had more or less forgotten about the expedition, so busy were they with their own work.

Finally one rainy winter afternoon the small explorer trudged through the gate to his yard. His clothes were tattered, his expression dull, and no sense could be made of his incessant mumblings. His wife thought him either crazy or hallucinating. All that could be discerned from his whispered gasps was, "Why can't we all pull together? There's no way to get there from here!" No entreaties from wife, children, friends, or colleagues could get more from him. His wife gave him a hot toddy and put him to bed, since he clearly needed to rest up from some terrible ordeal. When the house was finally quiet she unpacked his things, and in them found the log book. Most of its contents were a jumbled mess of totally undecipherable and seemingly contradictory notes, but near the end was a very clearly drawn map which his wife has allowed to be included with this story.

No one can vouch for the accuracy of the map since the small explorer has not yet recovered from his strange malaise to this day. He still mutters, "Why can't we all pull together? There's no way to get there from here!" If anyone out there knows the key to these riddles, please let the rest of us know too! It may also help the small explorer!


GOVERNOR'S MEDATATIVE MOUNTAIN CAVE
THE LEGISLATIVE COMPOUND
SPECIAL INTEREST LOBBIES
SLIPPERY FAULT LINE
THE VOTING PUBLIC
THE STATE THOROUGHFARE
CHANCELLOR'S - TRUSTEES IS. BUREAUCRAT'S BOG
FEDERAL GOVT. CURRENTS
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RED TAPE ROWBOAT
ED. FOG RADIO (TRANSMIT ONLY)
DEPARTMENT OF EDUCATION COMPLEX
IMPENETRABLE SHOALS
ISOLATED ISLE OF RYAN COMMISSION
CIVIL SERVICE SHALLOWS
THE UNIVERSITY OF CALIFORNIA TOWERS
MISSING LINK BRIDGE
STATE COLLEGES AND UNIVERSITY PENNINSULA
ASSESSMENT BARGE
FITS & JERKS POLICY FERRY
THE STRAITS OF PEDAGOGY
ED. CODE SCOW
THE HILLS OF INDIFFERENCE
OLD NARROW GAGE
SCHOOLS OF EDUCATION TREADMILLS
PUBLISH AND PERISH BAY
RECEIVE ONLY
WESTERN HOT LINE
CTA MESA
RUT & BUMP ROAD
THE PLAINS OF SCHOOL DISTRICT
COMMUNITY COLLEGE BLUFFS
MURKY MIRE
DEWEY SCHOOL
WHO NEEDS BASIC SKILLS ANYWAY?
COUNTY DEPT. OF EDUCATION FARM
RECEIVE ONLY
URBAN-RURAL ROAD

The Confused Faces of Collaboration

by Jay Wissot

Collaboration is a contradictory concept in which provisions for trust and distrust are woven into the broad fabric of its meaning. As an expression of trust, collaboration implies a relationship of mutual cooperation between partners in a common enterprise. The example of colleagues working together in a reciprocally supportive fashion on a social, scientific, artistic or commercial project suggests the meaning of the word as used here.[1]

As an indication of distrust, collaboration signifies a purely expedient relationship between acknowledged enemies. Conspiratorial cooperation with the enemy of one's country is a classic illustration of a clandestine form of collaboration.[2]

Collaboration between colleagues is attained through shared trust and retained for reasons of common allegiance. Collaboration between enemies is premised on previous distrust and promoted for purposes of personal expedience. The distinction between boundaries faithfully obeyed and boundaries callously betrayed represents the polar dimensions of collaboration.

A third form of collaboration, neither trustful nor distrustful in nature, exists however. It is the collaboration in an institutional situation of persons who are not all incumbent members of the particular institution.[3] Collaboration between institutional insiders and outsiders does not mature from the root relationships characteristic of either colleagues or enemies. A neutral foundation exists wherein either trust or distrust is distinctly possible and interpersonal outcomes is the basis for collaboration between strangers.

Current controversy over public and professional participation in inservice education clearly highlights the confusion about collaboration. In most cases public and professional collaboration is not a question of accepted cooperation or expected between role participants. The mixed professional and lay audiences interested in the issues are less role colleagues or role enemies than role strangers. Parent, community, school and university representatives are usually unsure novices in need of clear institutional rule and role direction. The absence of an established order in all fresh expressions of institutional innovation reflects their common condition.

A model of collegial collaboration distorts the facts because it produces optimistic expectations that improved provisions for staff and community interaction can be gained through the generous cooperation of diverse professional and lay constituencies. The expectation, however, is premised upon the formation of authority agreements and work relationships for which few antecedent examples exist. The rhetoric of "parity among partners"[4] becomes plausible only where evidence of firm authority distinctions and differentiated role responsibilities are present.

Political and Operational Collaboration

The governance and management of complex institutions requires the systematic separation of political and operational decisions. One of the early lessons learned by Teacher Corps projects was that "collaboration has a political level and an operational level and these are quite different. At the political level, all are equal. At the operational level, 'some are more equal' and an effective collaboration system provides for both—quite different forms of teaming."[5]

In the case of professional development programs sponsored by Teacher Corps, this meant recognition of the fact that "the partners in a local project are not all equal in their expertise for teacher education, and it is frustrating and expensive to assume that all major phases of teacher education can be decided with each collaborating agency having equal votes."[6] It was only at the political level of broad goal determination that each collaborating group was permitted "equal voice and vote."[7]

A recent national task force on the "improvement and reform of American education" echoed the same distinction between political and operational levels of collaboration when it called for institutional partnerships based on "equal participation in policymaking and differentiation of degree of participation in management and operation."[8] The report went on to say that "partnership does not imply identity of competencies and perspectives but it does imply equality of opportunity and responsibility in contributing one's competencies and perspectives."[9]

The principle of greater demonstration of expertise

entitling persons within a profession to greater prerogatives in the management and operation dimensions of collaboration is, of course, circumscribed by the boundaries of the professional field. In instances where associations or coalitions within the field, school teachers, school administrators, teacher educators, state department of education officials, for example, disagree over the nature and possession of professional expertise, no clear distribution of prerogatives can be made.

The same presence of circumscribed boundaries places limits upon the "voice and vote" prerogatives of professionals in operational policies and practices outside of their domain. The development and direction of community education programs is an example of a collaboration component over which professional educators are not granted primary control.

Comprehensive Instructional Collaboration

No amount of attention devoted to the design of professional development programs should obscure the fact that the ultimate beneficiaries of collaboration commitments are the students being served by the public schools. It is almost axiomatic that the satisfaction of student needs through contact with quality learning experiences can best be accomplished by adult authorities who have themselves benefitted from quality learning experiences.

Movement away from fixed conceptions of teacher-learner role responsibilities is essential to the accomplishment of this objective. The spirit of role flexible behavior is engendered in the expectation that, "learning is no longer what people 'do' to others. Rather, it is a universal process which is necessary, natural, and beautiful; an ongoing happening held in common and shared by child and adult." [10]

Present efforts at collaborative professional development are anxious to avoid the dismal record of failure associated with autonomous program ventures directed by school districts or sponsored by universities. The negative lessons of inservice programs which were "seldom based on teacher need," and "often conducted in a manner that negated the principles of good teaching and learning," [11] should prompt us to follow directions premised on different policies and practices.

Community education requires comparable attention. The discovery of means to encourage and reward public participation on advisory boards or councils is long overdue. A plan has been suggested to provide college tuition vouchers for a specified number of credits to board representatives or their family members in recognition of the valuable public service they render.[12]

Another promising idea would take into account the fact that nonprofessionals are as much in need of education programs which improve their capacity to exercise their political role functions as are professionals in need of education programs which improve their capacity to exercise their operational role functions. Paul Collins, certainly no stranger to Teacher Corps projects, has written of the fact that community persons are poorly prepared by their professional partners to analyze complex issues such as competency-based teacher education. "How can we," asked Dr. Collins, "expect the community representatives to feel comfortable in the jargon-laden discussions, or to conceptualize the issues which faculties see only dimly themselves?" [13]

The ultimate test of true collaboration between strangers is neither political, operational nor instructional in nature. It is the psychological bond of trust forged from the experiences, encounters and engagements of participants caught in the act of making a particular Teacher Corps project work. And after all, at the highest level of collaboration, isn't that what Teacher Corps is all about?

FOOTNOTES

[1] *Webster's Seventh New Collegiate Dictionary* (Springfield, Mass: G. and C. Merriam Co., 1972). p. 162.

[2] *Ibid.*

[3] *Ibid.*

[4] American Association of Colleges for Teacher Education, *Educating a Profession.* (Washington, D.C.: American Association of Colleges for Teacher Education, 1976), p. 51.

[5] Hite, F. Herbert, and Drummond, William H., "The Teacher Corps and Collaboration," *Journal of Teacher Education,* Summer 1975, p. 134.

[6] *Ibid.,* p. 133.

[7] *Ibid.*

[8] *Higher Education National Field Task Force on the Improvement and Reform of American Education, Obligation for Reform.* (Washington, D.C.: U.S. Office of Education, 1974), p. 12.

[9] *Ibid.,* p. 13.

[10] *Educating a Profession,* p. 40.

[11] Edelfelt, Roy A., and Lawrence, Gordon, "In-Service Education: The State of the Art," *Rethinking In-Service Education.* (Washington, D.C.: National Education Association, 1975), p. 18.

[12] Collins, Paul V., "Multi-Cultural Education: Competency-Based Teacher Education and the Community," *Sifting and Winnowing:* An Exploration of the Relationship Between Multi-Cultural Education and CBTE. (Madison, Wisconsin: Teacher Corps Associates, University of Wisconsin-Madison, 1975), p. 202.

[13] *Ibid.,* p. 203.

The Leader's Function in Collaborative Decision Making

by Ardeth P. Cropper and Shirley Hill

Whether one is a project director, school principal, superintendent or dean of a school of education, the responsibility for decision making is critical. Is collaborative decision making a viable process for educational leaders to consider? Why are so many persons endorsing this process?

It seems to us that collaborative decision making is a logical extension of democratic theory, since participation in matters that have a significant effect on one's life is the cornerstone of a democracy. Collaborative decision making is based on assumptions that human beings are of equal value, that they best know what is right for them, and that they may be trusted to make appropriate decisions for the common good. Although educational institutions are moving toward realization of these ideals, there is considerable need for increased commitment to them.

Pressure is being exerted from two directions. State and federal legislators are mandating greater participation in the decision-making processes by the constituents of educational institutions. At the same time, those groups most affected by these institutions (students, parents, teachers, and community members) are demanding a larger voice in determining the directions taken by the institutions.

Many educational leaders are anxious about their individual roles in collaborative decision making. They feel that their authority is being decreased as the demands made upon them are being increased. Consequently, new definitions of leadership are emerging.

In this article we suggest that there are three functions or components of leadership which are best served by the collaborative decision-making process. A diagram illustrates situations in which this model may be appropriately used and guidelines for effectively directing this process are discussed. Finally, the advantages of using the collaborative model are outlined.

Components of Leadership

There are many models of leadership along with analyses of the role of the leader in the educational organization. In reviewing the literature one discovers many commonalities among descriptions of those in positions of authority.

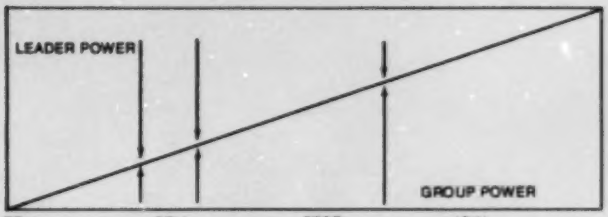
A simple yet comprehensive view of the leader's role includes the following three components of leadership:

- accountability function - general responsibility for the outcomes of the institution in terms of the established goals.
- facilitative function - general responsibility for the processes which enable the institution to move toward its goals.
- visionary function - general responsibility for the preparation of the institution to meet the challenges of the future.

In order to meet the needs of the institution's clients, the leader should involve affected persons in each of the above functions. The essence of collaborative decision making is shared leadership. This assumes that the responsibilities of leaders will be more complex, but the process will increase their opportunities for effectiveness.

Deciding When to Use the Collaborative Decision-Making Model

Leadership styles should remain flexible and vary as the task or situation changes. The following illustration[1] suggests that group participation is appropriate in many instances:



TELL	SELL	TEST	JOIN
No choices are possible (children's safety, federal forms, timelines, etc.)	Leader tries to sell an idea or concept to group. They can refuse.	Leader floats an idea or two for group to consider.	Leader joins the group. The group then exercises all power.

Whenever the group is allowed to exercise power in the decision-making process, the leader's role is modified. Certain ground rules then become critical as the leadership style moves from left to right. The first responsibility of the leader is to establish guidelines which will improve the process and the outcomes of decision making.

Guidelines for Collaborative Decision Making

Although persons and situations may differ, the following guidelines should be considered in any collaborative endeavor:

1. All members of the group should endorse the process of participation;
2. The structure of the group's organization should be agreed upon;
3. The scope of the group's task should be delineated and accepted by the members of the group;
4. Members of the group should include representatives of publics most affected by the scope of the task;
5. Members of the group need to learn the skills necessary for effective participation in the process;
6. Members of the group should be provided with access to data relevant to a given task; and
7. Significant alternatives need to be available to group members.

The leader's responsibility is to facilitate the establishment of these guidelines. This is not an easy task. It does not occur automatically or without planning on the part of a sensitive and knowledgeable leader. This may be the most critical role of the leader in the collaborative decision-making process.

Decreasing the Problems of Collaborative Decision Making

Additionally, the leader is responsible for decreasing the potential problems in collaborative decision making. These problems are not unique to collaboration; however, they become more complex when the leadership style is non-authoritarian.[2] Measures need to be taken if potential difficulties are to be minimized. Suggested techniques for lessening each potential difficulty are offered:

1. Increased time for each group participant is required in this model of decision making.[3] Group members, however, may question the value of this use of their time. It is important that the leader emphasize the importance of the process and encourage the members to note the time saved in implementation of the decision.
2. The time required for reaching a decision is often greater in this process. Consequently, the leader must continually think ahead and allow lead time in the planning and developmental phases of problem solving.
3. Collaboration may result in increased frustration and interpersonal conflict by group participants. The leader must be sensitive to the feelings of the group members and deal with these as they appear. This potential for conflict may become more important than the task the group is considering.
4. The collaborative model does not preclude the making of poor decisions. Sometimes people have so much faith in the process that they forget to analyze the potential effects of the proposed decision. It is always the responsibility of the leader to provide additional data or question the recommendation of the group when the decision appears to be inappropriate. This does not mean the leader should veto the group's decision.
5. Sometimes extensive compromises may dilute the solution to such an extent that the original problem is not addressed. When this occurs, it is the leader's responsibility to remind the group participants of the original task.

Problems may not be prevented entirely, but the effective leader should recognize them as they occur, and use appropriate strategies in order to minimize their impact on the collaborative process.

Advantages of Collaborative Decision Making

Educational leaders benefit in numerous ways when the collaborative decision-making process is

used.[4] This model is not only congruent with widely accepted principles of educational theory but is also pragmatically and philosophically sound when placed in the context of a pluralistic society. Some of the major strengths are as follows:

1. A better decision will result since those affected by it are a part of the process. The larger the group, the more able it is to provide a broad base of information upon which decisions may be made.
2. There is increased potential for commitment to the decision; more effective implementation of the decision is maximized.
3. Interpersonal conflicts are minimized since differences are aired in the group setting.
4. Decision making is shared and, therefore, the pressures on a single leader in the institution are minimized.
5. Shared decision making increases members' confidence in and loyalty to the institution.

All of these strengths enhance both the effectiveness of the leader and the health of the institution.

Summary and Conclusion

The collaborative decision-making model demonstrates that the leader values the people within the institution as well as the process. It may vary with administrative style and the nature of the task at hand. When adequate group rules are established and potential problems minimized, however, the advantages of this model are best demonstrated. Most important, though, are the outcomes; as leaders share the authority of their positions with others, they broaden the ownership of decisions and hence increase the power of the ideas generated.

FOOTNOTES

[1] Paul Salmon, presentation made at A.A.S.A. Conference, "Helping Women Advance Professionally," Los Angeles, California, January 1978.

[2] Rudolph Johnson, "Handbook of Participating Planning in Education: Project Redesign," Palo Alto Unified School District, September 1976.

[3] Keith Davis, *Human Behavior at Work: Human Relations and Organizational Behavior,* McGraw-Hill, 1972, pp. 451-456.

[4] Artzell L. Ball and Ellen Wasby Miller, "The Case for Replacing Your District's Heirarchies with Teams," American School Board Journal, July 1975, pp. 34-36.

Collaboration: Problem or Solution?

by Franklin Till and Linda Valladolid

The practicality of "collaboration" has a long and humanistically positive history. Recent anthropological theory suggests that collaboration, and not warlike antagonism, predicated the change to bipedalism in the human species. Jane B. Lancaster states this concept in an article from *Human Nature* magazine entitled, "Carrying and Sharing in Human Evolution:"

> Some experts claim that hominids, the family of primates that includes human beings and our earlier fossil forms, first stood in order to run, or to fight. But the first adventurers on two legs, like toddlers learning to walk, were probably clumsy and inefficient. In flight, in combat, or in hunting, such awkwardness would have given our ancestors no advantage.
>
> The adaptive value of bipedalism lay in the social behavior that it facilitated: sharing and carrying things in order to share them. *Collaboration has always characterized our species,* and bipedalism expanded the areas of human collaboration. We are, in all probability, descended from a cooperative, sharing species unlike the brutal cavemen many writers imagine." (February, 1978, p. 82)

Dr. Lancaster seems to equate collaboration with sharing for the ultimate well-being of some specific group. Let's look at this concept in its modern educational form.

Collaborative decision making, or collaboration, is the latest of educational ideas impacting the school site and the school district. Like many of its predecessors in the realm of curriculum theory and educationalese i.e., individualized instruction, competency based instruction, diagnostic prescriptive teaching, "time on task," learning modalities, behavioral objective, criterion referenced tests, etc., it may need some concrete clarification for and by the populations involved. As was the case with most of the aforementioned educational theories and jargon; collaboration is defined by the people furthest removed from the child and school site; which, in the opinion of the writers, may be detrimental to its potential efficacy.

The definition referred to is not a linguistic definition such as that provided by Webster's Dictionary but a definition found explicit or implicit in legislation and regulations for implementation. Examples of this type of definition can be extrapolated from Assembly Bill 65 in California and from National Teacher Corps legislation.

In 1977, Governor Edmund G. Brown, Jr. of California signed Assembly Bill 65, an extensive school aid package by the legislature covering a wide range of educational issues. A section of the bill deals with school improvement. This section encompasses the currently funded Early Childhood Education program and expands it to include kindergarten through grade 12. Under the school improvement program, the school is required to form a school site council with parity between community members and school personnel. Classroom teachers must make up the majority of school personnel. The decisions affecting the budget, planning process, and implementation under School Improvement programs must be made by the school site council.

Another example of collaborative decision making mandated from a source outside the school is found in Teacher Corps guidelines. Teacher Corps' School-Community Councils function in a manner very similar to the School Site Council concept of AB 65. The major difference between AB 65 and Teacher Corps is the involvement of the Institute of Higher Education (I.H.E.) as a member of the collaborative model in addition to the Local Educational Agency (L.E.A.).

The Teacher Corps model is more complex, and perhaps more complete, precisely because of the involvement of the I.H.E. and L.E.A., two distinct agencies with separate governance. The two agencies bring different perspectives to the collaborative relationship. These perspectives may tend to heighten the difference and cause conflict between the two agencies' representatives; or, ideally, can create an understanding and strengthen a bond which can serve to improve the functioning of both agencies.

Many times, when a breakdown in communication or process does occur between representatives in a collaborative model, it is due to a lack of awareness of the other person's perspective. Teacher Corps' objective is

to strengthen the educational opportunities available to children in areas of low-income families, and improve techniques for the training and retraining of teachers. To achieve this purpose, the I.H.E. and L.E.A. must cooperate if they are to understand and capitalize on the attitudes of the classroom teacher as it relates to staff development.

What can be done to improve the attitudes of the classroom teacher as it relates to involvement in Teacher Corps? Primarily, teachers must have confidence in L.E.A. and I.H.E. staff members assigned to the Teacher Corps program. To develop this confidence, the Teacher Corps staff members must be open to the involvement of teachers in the decision-making process. (Note, we are talking about involvement in the decision-making process, not necessarily in making the final decision, which ultimately resides with the persons held accountable by the Federal Government.) A teacher who is a part of the process will support the activity and generate enthusiasm among fellow staff members to participate. Teachers who feel that activities are "lay-ons" from the L.E.A. and I.H.E. will not support the activity and the chance of its being successful is lessened.

Another aspect in establishing confidence is the time factor. The Teacher Corps staff members, whether I.H.E. or L.E.A., must be willing to spend time on the project school site. Obviously, length of time is not as important as the quality of time. In a short period of time, a person can check the progress of project activities, talk to site administrators, and deal with the private concerns of staff members. A person who takes the time to show concern for people is better equipped to develop inservice activities that meet that person's need.

In any situation which calls for interaction among people, certain factors come into play. First, every person in education, whether they have articulated it or not, has a basic educational philosophy. This philosophy will help develop their feelings about certain curricular theories. For example, a person with an existential educational philosophy may not be able to support a rigid competency-based education program built on a predetermined set of behavioral objectives, although some aspects of that program might be incorporated by that teacher if its validity can be shown. If we are open with each other, a common ground of agreement can be found from which to meet the needs of teachers, and ultimately, of children. If we are not open, time will be lost in unresolvable philosophical differences.

Second, just as we have different philosophies, we are also from different cultural backgrounds. What is meant here by cultural background are those experiences including our language, ethnic make-up, formal and informal education, economic status, etc., which affect our self concept and our world view. These are essential factors in the interrelationships of people. For example, a person who transmits the feeling that women are inferior, would find it difficult, if not impossible, to work satisfactorily with a largely female faculty in an elementary school (or with any faculty of highly conscious persons). A person who, because of a position with an I.H.E., feels superior to a center-city classroom teacher is not in a position to provide inservice to that teacher.

Third, for the collaborative relationship to work between an I.H.E. and L.E.A., a common set of goals must be developed. Each agency must have the ultimate combined goal, as well as the individual goals of both agencies, firmly understood before the project begins. Hidden agendas do not stay hidden long once decisions on budget and program begin to be made.

It is also important that each staff member's role be defined. This will not only improve communications, but will establish each person as an integral part of the success or failure of the project.

Just as collaboration is not new to our species, neither is it new to education. It has existed without a precise theoretical framework between I.H.E. and L.E.A. for years. Schools of Education have sent students to the L.E.A. to observe and student teach, and school district personnel have gone to the university to obtain advanced degrees and credentials. Through contact with offices of Continuing Education of the L.E.A., university personnel have taught classes for teachers and acted as consultants.

What is new about collaboration is the involvement of teachers in decision making and the mandated relationships between the I.H.E. and L.E.A. With the new federal and state legislation pertaining to teacher centers, the need for collaboration between L.E.A. and I.H.E. will be expanded. To obtain the large sums of federal and state money needed by educational agencies to meet the demand for staff development programs, collaboration must take place, and teachers are a key segment of the populations involved. Educational agencies must be willing to collaborate or face the alternative of not receiving federal and/or state funds.

Collaboration between L.E.A. and I.H.E. can work if there is adequate communication and trust. The rewards will include better relationships between people and agencies interested in quality education, and additional federal and state dollars to support staff development projects. Ultimately, the final reward of a successful collaborative relationship will be a better education for all American children.

Collaborative Decision Making: Premises and Aspects for Success

by Alvin Wolf

To enhance a cooperative operation with the staff of a local educational agency, a Teacher Corps project needs to function according to certain premises. In general, teachers and principals are wary of outside agencies that want to change them. They are on their guard to defend themselves against lay-ons they feel they do not need and do not want. District offices, state requirements, and federal guidelines for grants threaten a faculty's decision-making processes and styles of operation. Consultants, workshops, and needs assessment surveys exceed many teachers' and principals' limits of satiety. Since a Teacher Corps project is basically an inservice program, it can be construed by teachers and principals as another undesired outside interference with the operations of the system they have developed. Where faculty members and principals have developed a system of decision making there tends to be a general atmosphere of acceptance, and the prevailing system functions well. Disgruntleness, which can be expressed in many forms, tends to be minimized. A Teacher Corps project can also be a threat to this atmosphere. A system of collaborative decision making that involves the teachers and administrators can help a Teacher Corps project to avoid being a threat to an L.E.A. staff and to earn their respect, support, and confidence. Through participation in planning and carrying out a Teacher Corps project the L.E.A. staff can develop feelings that the program will bring them what they need and desire.

Premises For Building Collaboration

Several premises about teachers and principals and efforts to change them point to the need for collaborative decision-making systems.

1. *Teachers want to participate in the decision-making processes that will affect them.* Otherwise they tend to be reluctant participants and may find ways to sabotage programs when they are imposed upon by a project they have not participated in developing.
2. *Teachers will more readily buy into a program they help make.* They tend to show enthusiasm, devotion, ingenuity, and high morale when they participate in planning staff development activities.
3. *Principals usually want to feel they are in control of their schools.* Some principals can feel they are secure and in charge even when they operate a system that permits decision making by consensus. But outside forces that attempt to impose themselves are apt to be construed as a challenge to the principal's position. They are repugnant to principals.
4. *Principals often set the tone of a school's operations.* A Teacher Corps project enhances the chances of succeeding when it has the enthusiastic support of the principal.
5. *Faculties are more receptive to inservice training programs that are scheduled on "company time," not their own.* Many teachers feel they devote enough time at school performing the required daily routines. Meetings, workshops, and conferences before or after school time are unwelcomed impositions. Such activities do not earn the teachers' best efforts.

A Collaborative Process

The relationship between the Teacher Corps staff of California State College, San Bernardino and its L.E.A., Clement Junior High School of Redlands, has been positive. The project has secured the enthusiasm of the principal, his assistant, and much of the staff, to the benefit of the program. This successful relationship has evolved from the collaborative decision-making process the project has used. This process, proceeding from the premises enumerated above, consists of several aspects.

The first, and perhaps primary aspect, that helps explain the relative smoothness of our project is that about ninety percent of the faculty, twenty-five out of twenty-eight teachers, voted to have the Teacher Corps come into their school. The assistant principal welcomed the project enthusiastically. The principal was not assigned to the school when the project was discussed, but he, too, endorsed it heartedly when he accepted the position to head Clement Junior High.

A second aspect has been the principal's method of operation. He runs his school by consensus. His faculty has its own collaborative decision-making process. The principal advised Teacher Corps to follow his method of operation in working with his staff. He wants to know what Teacher Corps plans to do, he wants his staff to know, and he wants everyone to have the opportunity to feed into developing the Teacher Corps program.

A third aspect is the relationship the project director has developed with the faculty leaders. Once a week, usually on Friday morning, the director holds a joint meeting that includes the site coordinator (not the principal), the team leader, the program development specialist, the community coordinator, and the interns. The team leader and site coordinator are major assets in the collaborative decision-making process, in that both are recognized faculty leaders. The team leader has been at the school eight years and is the English department head. The site coordinator has been at the school four years and is the head of the local teachers' association. Both know the staff well and have its respect. Both have been able to give perceptive advice to the director and program development specialist regarding how to work with the staff.

The Friday morning meetings have no set agenda. The agenda is made by the participants at the meeting. Any topic regarding the project may be placed on the agenda. Not only is information exchanged, but problems are aired. Through this process everyone can attain a complete picture of the project as it progresses. Through an open discussion, information is exchanged and ideas are critiqued. What is on people's minds, their problems and concerns, are not allowed to fester and become obstacles to the project's operation. Sometimes meetings are long and sometimes they are uncomfortable as the participants express concerns. However, the process tends to cleanse the atmosphere and helps keep the project healthy.

In addition to the general meetings on Friday, the director meets individually with the principal, the site coordinator, the team leader, and the community coordinator. The program development specialist meets with the interns that day or some other day. Information, directives and general concerns regarding these respective roles are expressed at these meetings.

A fourth aspect is including the teaching staff in decision making. The staff has had ample opportunities to participate in designing the program. At a faculty orientation prior to the opening of the 1977-78 academic year, the site coordinator and the team leader conducted a faculty needs assessment. The faculty brainstormed a score of items, prioritized and categorized them and concluded with a list of four general areas for their inservice program. Through consultation among the site coordinator, team leader and program development specialist, the top two areas were selected for servicing in the first year of the project. Staff members from the college's School of Education have been given released time to provide the services the teachers desire. Through experience the project learned that inservice is better received when the college personnel meet with teachers interested in receiving services and collectively developing specific programs.

A fifth aspect involves securing free time from the district for general faculty inservice. The principal, site coordinator and program development specialist have collaborated to develop a program of four three-hour meetings for the entire faculty. Through the principal's efforts minimum days have been secured from the district office so that the teachers will have free time for these meetings. The program that has evolved stems from the collective thinking of the three personnel mentioned and a survey of the faculty's wishes. Again, ideas were prioritized. The program for these minimum days, as finally developed, reflects the faculty's choices.

A sixth aspect is the decision-making position assumed by the project director and program development specialist. Their position is basically to interpret the project's guidelines and to keep the project functioning accordingly. They direct the Teacher Corps staff, principal, and teachers regarding requirements. They also make suggestions regarding training and services. They avoid making decisions unilaterally.

Analysis

Several important consequences have evolved from the collaborative decision-making approach described above. The principal, his assistant and many teachers are enthusiastic participants in the Teacher Corps program. Many teachers welcomed the college instructors who have come into the program and they are participating in the activities these instructors have developed. They do this on their own time! The *esprit de corps* among the Teacher Corps staff—the director, program development specialist, site coordinator, team leader, and community coordinator—is high. All feel a personal interest in the project, see value in it for the people who are to receive the project's services, and are working hard to bring success. Problems that have arisen among Teacher Corps staff members and between the staff and the teachers have been processed and resolved. The project has earned the support and respect of many teachers because their views and needs have been solicited and many have been met. Half the teaching staff is participating with the college instructors assigned, a fourth are enrolled in courses at the college, and all attend the minimum day programs. Many teachers show support by permitting the interns to observe them and to work with students. A few teachers have already inquired about continuing the program into the next cycle!

The personnel of this Teacher Corps project believe that the smooth progression of L.E.A. staff development has been possible only by maintaining an atmosphere of open communication and by ensuring major involvement of both teachers and administrators in the decision-making processes.

The Collaborative Decision-Making Process — Area E Alternative School Los Angeles City Unified School District

By Rosenell Dynes and Greta Pruitt

Area E Alternative School was founded in 1973 by parents who were interested in several things for their children. These included more individualized instruction, continuous education (K-12 school), multicultural curriculum and enrollment in an urban experience, and shared decision-making status rather than advisory, for the Community Council. This meant that parents, students and teachers, along with the principal, would cooperatively make decisions regarding the school.

The Educational Community Council is made up of three parents, three teachers, three students, the principal, and two community members. The chairperson is always a parent.

The students are important in the process of helping increase the sensitivities of adults who make decisions concerning them. They felt that adults made decisions for them without giving them a voice. This kind of cooperative effort is a valuable learning experience for them because it exposes them, along with the others, to the often lengthy process of joint effort. It also gives them a sort of "freedom to speak out" and will be most effective as they learn the responsibility of this freedom.

Council meetings are open to everyone for input and participation, but final voting is done by the Council members. The parents, students and teachers elect their representatives separately, and together with the principal, they elect the Community representatives.

All decisions concerning the school are approved by the Council. Recommendations come to the Council primarily from committees. The committees are:

1. Association of Alternative Public Schools (AAPS):

This is an organization of the four off-site Alternative Schools within Los Angeles Unified School District that formed to negotiate as a group with the school district on matters common among them. It is attended by representatives (parents, teachers, students and principal) from each of the four schools as well as the District Staff's Coordinator of Alternative Schools.

2. Curriculum:

This committee coordinates the total educational course offerings for the school. Basic requirements, electives, on-campus and off-campus coursework are coordinated.

The committee is chaired by a parent, meets bimonthly and contains as voting members anyone who attends the meeting (students, parents, staff). The committee has a clear procedure tied to a time line which culminates in the creation of a new course schedule every 10 weeks (quarterly).

Let's suppose a teacher decides he/she would like to teach a particular class during the next quarter—a "new" class or one not part of the required curriculum. The teacher would create a name for and brief description of the course, explain the goals, and describe an age group at whom the course was aimed. This idea would be presented to the committee during the quarter prior to the proposed offering. Perhaps the teacher might also indicate a number of hours per week for the class or a particularly appropriate time slot (1 hour, 2 hours, half day, all day, etc.). The teachers would explain the rationale for including such a course at that time to the committee and would field the questions of those present.

This is the testing point for the process. If the teacher's idea (it could be, and often is, a student's or a parent's idea as well) is accepted by the committee it goes into the schedule for recommendation to the Coordinating Council. There might be questions or even serious opposition, however. One might argue that the teacher would then not be able to offer another favorite class, or the new class might take the teacher off-campus too much and therefore deprive other students of taking his/her classes. Compromise and eventually consensus are the order of the day.

The committee also deals with other aspects of curriculum including the required subjects (the schools English/Reading Program and test scores

in this area), review of special programs such as the schools one-week "Intensive Module" program, the appropriateness of cross-age grouping in classes, and professional experts (individuals with special skill) as part-time instructors in such areas as French, gymnastics, mural painting, etc. They then make recommendations to the budget committee regarding needs for balancing the school's instructional program.

3. Budget:

The budget committee is responsible for budget allocations after annual funding by the district. Funds for curricular trips, materials, additional support personnel, etc. are designated by this committee and approved by Council. It meets less often than other committees and the members must be fully acquainted with the schools yearly funding pattern (a staff ratio with a process for converting money from one type of expenditure to another). They therefore understand the fiscal limits of any given school year and also understand the schools budget transfer process which allows local school responsibility for expenditure of funds. A few items in the staffing ratio budget may *not* be converted, by district policy. For example, they may *not* convert the salary for the principal and thereby eliminate him/her. However, nearly every other item in the budget can be converted to another use. For example, an extra teacher's salary is part of each year's budget. This can be spent for the hiring of an extra teacher, or for breaking the funds down into use for support of instructional aides or professional experts, or perhaps to the (IMA) Instructional Materials Account to buy books, paper and pencils. A teacher's salary can amount to approximately $20,000 so this one transfer can allow for a good deal of serious consideration of how to spend the money. This committee is also the watchdog of any special funds (Title I, Gifted, etc.) which are available for local control.

4. Enrollment:

This is a committee which is responsible for ensuring a constant racial and cultural balance in our student body. An effort is also made to ensure a male and female balance. Generally, when a prospective parent calls the school seeking information, the individual is transferred to the Enrollment Chairperson who explains the application procedure, sends applications and knows the likelihood of when prospective students could be enrolled. This likelihood is dependent on the chronological order of the application after applications have been filed by three descriptors—age, sex and ethnicity. Through this filing process, it is possible to fill any vacancy which occurs at the school with a student of the same sex, the same ethnicity and approximately the same age. Thus the balanced population is maintained at approximately 40% Black, 40% Caucasian and 20% other (Hispanic, Asian, Native American) and with a roughly equal number of students at each age level. The Enrollment Chairperson also organizes the orientation activities which occur at the beginning of the school year and makes continuous efforts to keep the publicity about the school available to parents of students for which we have special needs. It is more difficult to maintain sufficient numbers of students at the 10-11-12 grade levels, while there is always a waiting list for students between 2nd and 9th grades.

5. Staff Selection Committee:

This is a committee which advertises staff vacancies, screens resumes, and interviews and refers candidates to the Council for final selection. Like the other standing committees of the Council, this committee is chaired by a parent. Any vacancies on the staff, or any newly created positions that occur through the actions of the curriculum and budget committees, are referred to the staff election committee for processing. As with the other committees, any attending member of the school community may vote. However, there is need for more stringent control of the voting body, e.g., an individual who arrives late for interviews and hears only the final candidates is not allowed to participate in the committee vote. Any attending member may be involved in screening resumes, but there is a need for those who screen and interview to be thoroughly familiar with the criteria established for the position.

6. Staff Evaluation and Professional Growth:

This committee is composed of elected members and these members must also be members of the Coordinating Council. The highly confidential nature of the information shared requires that those who participate have the confidence of the wider community and a heavy responsibility to the smooth functioning of the school. The primary goal of the staff evaluation committee is to contribute to professional growth and, with this as a focus, it is possible to channel the efforts of the committee toward positive, constructive action.

Other committees are Resources and Specially Funded Programs, Social, School Evaluation and Human

Relations. They function only as the need arises.

Committee meetings are open to all and an effort is made to assure the participation of representatives from parent, teacher, and student groups at each meeting.

The problems involved in starting an Alternative School are increased by the concept of meaningful involvement in the school's decision-making process. The initial problem is acceptance of one another's role in this collaborative effort. Since most of us, parents, staff and students alike, come from traditional school settings, this is a process that has to be learned as well as accepted. A written proposal does not necessarily ensure that all school staff members, parents or students will automatically understand or accept total involvement in the decision-making process. Some staff members feel that as professionals they deserve the right to make final decisions. This of course would establish a post decision-making factor and render the Council "advisory" rather than truly participatory. Some parents feel they deserve the right to make final decisions, while others are more assertive in their participation role.

Generally, school staffs have viewed parents in the schools as threatening. The thought of working with them in decision making is perhaps even more threatening. Collaboration can open up channels of communication which will improve the school atmosphere and will provide needed resources and parental contacts.

Sharing the decision making with parents and students means listening to more opinions; therefore it takes more time. This can seem burdensome to many, but the problem can be overcome when everyone learns to respect one another as individuals and does not accord respect based on position. It need not interfere with the functioning of the school and it will not if there is commitment from all. This is a must and it is not as simple as sitting in a meeting, voicing your opinion, and leaving someone else to carry through. Each participant should feel so much a part of the school as to be willing to help implement the decisions made. Meaningful involvement is time consuming and this is the major concern expressed by all. However, it is felt that the long range and continuing benefits of this process would be the substantial resources contributed to the school by broader participation.

Collaboration of a Third Kind

by John R. Williams

The term "collaboration" seems to imply that groups or individuals one would not normally expect to find working together are indeed doing so. There are at least three types of initial stimulation to encourage collaboration.

The most common kind of collaboration occurs when a politically or socially dominant group requires less powerful groups to associate themselves with the dominant group. Examples of this can be found in ruling political parties, conquering nations in time of war and empowered bureaucrats who hold regulatory powers.

The second most common basis for collaboration is that of an outside force which requires collaboration as a condition of funding or support. Examples of this type can be found in the Office of Education requirement that school districts, communities and colleges collaborate for Teacher Corps Project Funding, or in California the requirement that counties submit a master plan for the implementation of state funded Handicapped Education Programs.

A third kind of collaboration is that which finds like-minded individuals or groups interacting freely to seek and share solutions to individual job related problems.

This paper is an attempt to lend some guidance to those undertaking "Collaboration of the Third Kind." As this kind of collaboration has the fewest givens or official constraints, it allows for the most creativity in design and outcomes. It is felt that this sort of collaboration often results in the whole being greater than the sum of the parts.

If there exists one description which might be utilized as a predicator for success in regard to collaborative efforts it is "trust level among participants." If the facilitator of a collaborative effort did nothing else but pay attention to "trust building" he or she would most likely succeed.

The following categories of organizational concerns form a basis for the collaboration facilitator in his or her efforts to build trust and to meet the expectations of those collaborating.

Decision Making

Decision by the consensus of all participants seems to be most effective in collaborative groups. If the assumption is made that there are common goals and objectives which all can support, then the task of the group is to spend its energy in seeking these out. The "absolute veto" by each group member avoids "win-lose" decisions and provides true decision-making parity to even the weakest group member.

Decision making is facilitated if those in the collaborative group consider themselves as functional peers. The "Delphi Process" which was developed by the U.S. Navy to prevent admirals from dominating junior officers in group decision making, is indicative of the complex precautions which must be taken if a wide divergence in authority is a characteristic of the decision-making group.

Membership

The types of persons which seem to be most successful in self-initiated collaboration are those who are "risk-takers." It is risky to join with strangers to attempt to develop common goals. While it is felt that criteria for admission to the collaborative group should be primarily a process of self-selection or de-selection, collaborative groups seem to function more effectively when members control resources which might be utilized by the group above and beyond the member's worktime. That is to say that members of the consortium should be resource controllers, i.e., principals, superintendents, directors. The size of the active collaborative group should most likely not exceed a dozen persons. Larger groups do not in general provide enough opportunities for total group interaction to develop the interpersonal relationships which are so critical for group identity and trust building. It is very important that all members have an adequate opportunity to be heard on every issue if they so choose. A group of five persons is probably the minimum number to provide enough diversity to stimulate dynamic productive group behavior.

While group membership should be essentially open, the facilitator can keep the above criteria in mind when deciding who to initially approach for inclusion in the collaborative group.

Ownership and Motivation

The person who searches out new organizational relationships is most likely doing so because the current state of his organizational life is not satisfactory in terms of producing outcomes he finds desirable. Collaborative groups can provide the interpersonal support necessary

to the change agent who finds his parent organization or peers less than supportive to the changes he sees as necessary. The provision of such support by the collaborative group can do much to generate a feeling of ownership and dependance by the group members.

The group facilitator can greatly increase collaborative success by seeking out those persons who have an organizational license to develop new relationships and lines of communications. Most well designed organizations have persons responsible for such organizational interfaces who can devote the time required to establish a quality collaborative effort.

In order to ensure that consortium members will continue to set aside time for group interaction it is necessary that they see a potential benefit for themselves. These benefits may include professional visibility, problem solutions, acquisition of resources, and power, inasmuch as they can identify with a cohesive group. In order to define the potential benefits, the group must take the time to develop long and short range goals and objectives which are seen as important by all group members. The attention and care which is given over to the task of goal setting will be reflected in the success or failure of the group to continue to function.

Administration and Logistics

Collaborative efforts usually suggest some physical separation of group members in their places of employment. This physical separation requires an effort to document, in writing, the proceedings of the collaborative group. Written meeting agendas which are sent out prior to meetings, decision oriented minutes, and documentation of follow-through on group decisions are essential to the healthy collaborative effort.

Some one person must be responsible as the facilitator of documentation and administration. Responsibility does not require that this person would do the work; he only sees that it is done. In actuality, the facilitator should take great care in dividing the workload up as much as possible. Responsibility for parts of the collaborative program does much to increase the individual's identification with the collaborative effort.

Attention should be given to potential impact of the collaborative effort on the individual's own institution or organization. This may be facilitated by allowing time at the end of each collaborative event for creative projection of possible home site impact.

Holding collaborative meetings at each site represented can do much to increase understanding among the members of the collaborative group. A familiarity with the physical environment in which a member works can help other group members in sharing problem solutions and other resources. The frequency of meetings should take into account the goals and objectives of the collaborative effort. A highly active group should allow for monthly meetings and a low activity group should meet at least quarterly.

Potential Sources of Collaborative Problems

When a collaborative effort of the Third Kind receives funding from an outside source, it becomes a collaborative effort of the second kind. Money brings a whole new set of problems. Funding usually means that some member, or other person, will receive high risk remuneration for facilitating the group. Often times this salary may be greater than group members who have the security of permanent positions with their institutions, agencies or organizations. This can interfere with group productivity. That is, group members may resent a facilitator who receives a higher salary than they. Most funding agencies require a formal decision-making system, organizational by-laws and prime attention to the goals the funding group sees as important. In addition, the need for accountability and attention to established procedures may destroy some of the creativity in the collaborative effort. If the funding is accepted the following three stipulations will do much to retain the power of the collaborative group:

1. The right to choose and change the fiscal agent for the funds.
2. The right to hire and fire the collaborative facilitator.
3. The right to decide how a majority of the funding can be spent to meet the collective needs of the participants and their respective organizations.

It is probably best to avoid group public political stances. If the group takes a political viewpoint, it may force members to resign if their parent organization adopts a contrasting position. In addition, a public political platform gives notice to potential adversaries who may resist all of the group's collaborative goals on the basis of the group's political orientation.

The collaborative group should avoid over-identification with a fixed geographical base. A collaborative effort should be a conceptual effort with as few labels as possible. Public identification with a subdivision or a single member institution can lessen ownership by other members of the group.

The collaborative mechanism should be highly flexible, allowing areas which are no longer of general interest to be easily discarded. Finally, collaborative efforts among similarly oriented peers can be extremely seductive. It is often much more personally satisfying to interact with all the fine, right thinking persons who make up the collaborative group, than the conservative, non-change oriented persons in the parent organization. This has been known to lead to collaboration to a degree that primary responsibilities are neglected and left to lie fallow. Like too much salt in bread, too much collaborative activity may spoil the loaf or primary member home site objectives.

The "Two Brains of Man" *

by Madeline Hunter

The profession of education has arrived at the point that medicine was when it was learned that germs and not evil spirits were causing the problem. While we are still a long way from knowing all the cause-effect relationships in human learning, we have identified a set of basic principles, derived from psychological research, which brings learning more predictably under the control of the teacher. These principles constitute the science of the art of teaching and influence students' motivation to learn, the rate and degree of their learning and the retention and transfer of that learning to new situations so that problem solving and critical and creative thinking become predictable rather than fortuitous outcomes of instruction.

Skilled teachers use many of these principles intuitively. Even they, however, need to learn how to incorporate these educational propellents, consciously and deliberately, into their daily planning and teaching.

Surprisingly, elementary teachers seem to be accepting the accountability for this increased professional skill more rapidly than secondary teachers. This could be due to the fact that the elementary teacher is "stuck" with all learners and has to "do something" regardless of the learners' aptitude and ability. By the time students reach secondary school, the "bluebirds, blackbirds and buzzards" have been identified and segregated. Also, the secondary teacher can make some students disappear by waving the magic wand of a "D" or an "F". As a result, many secondary teachers have not achieved their potential in professional competence.

As one example of the application of science to the art of teaching, let us look at relatively recent research on hemisphericity. It is now known that humans have two complete brains, left and right hemispheres, which are joined by a heavy bundle of nerve fibers, the corpus callosum. In most people, the left brain processes temporal data where the bridges of understanding must be built across time. This occurs when one listens to or reads language. The right brain processes visual-spacial data where clusters of information are perceived simultaneously and bridges of understanding are built across space. This occurs when one looks at a picture or reads a map or diagram.

Neither brain does more complex work. Both are needed for integrated thinking. The ability to use either brain improves with practice and, just as a student will catch more balls using both hands, more learning will be "caught" using both brains. So the secondary teacher does both right- and left-brained learners a disservice when teaching is based solely on reading, writing and discussion. Diagraming, modeling, imaging (visualizing in the mind) any translation of information or concept into visual space will augment and make more probable all students' successful learning.

Teachers always knew they needed a chalkboard, but they didn't know why and haven't used it fully by going beyond words to visual representation of concepts and data. Conversely, they have been plagued by a rash of audio-visual aids, many of them of poor quality and not effective because they were not designed with enough knowledge of right-brained input needs and how to meet them.

Currently, most secondary programs beam instruction primarily to the left brain (read, write, listen, discuss). As a result, students who are more facile with their right brains are penalized and may be relegated to shop and vocational education.

Hemisphericity is only one example of the wealth of research-based information which now can be translated into action in successful teaching. The greatest need in secondary education today is the opportunity for systematic, on-the-job, professional development so that dedicated teachers can learn deliberately and artistically to incorporate what is now known about promoting successful learning into their daily teaching practice. When this happens, education will have achieved maturity as a profession.

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* *CLEARING HOUSE*, January 1978.

The Conventional vs. the Un-Conventional*

by Hayden R. Smith

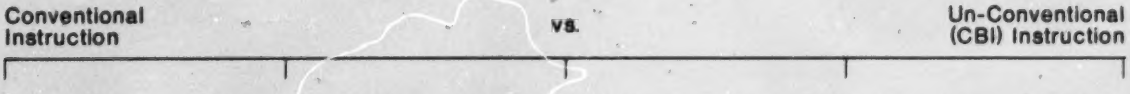
During the 1920's, thirties and even forties, it was pedagogically fashionable to look at education in terms of the "traditional" approach to teaching vs. the "progressive" approach. The former represented the old, the tried, the true. The latter, which embraced much of the philosophy of John Dewey, represented the new, the ephemeral, the fads which would soon evaporate into nothingness. In those days it was important to stress where your allegiance was in terms of the small "p" or the large "P." The large "P" represented the Progressive Education Association which many administrators looked upon as a clandestine organization of red-tinged mavericks who were out to destroy the public schools. For years many teachers had to keep their membership secret for fear of being dismissed—and some were! The small "p" teacher, although somewhat controversial (especially at the secondary level) represented the modern, the new and was relatively safe, especially if he or she did "not make waves."

Strange how the "Dewey eyed" ideas of yesteryear, those "crack-pot," "new-fangled fads and idiocies" did not fade away and today permeate education more prominently than ever. During the sixties and here in the seventies, the same epithets are being hurled at the accountability and competency-based movements. Whether accountability or CB will "disappear into unmitigated oblivion," as hoped for by its critics, or continue to remain a viable force in education is a question as yet unanswered.

A few key words may suffice to jog your philosophic memory as to exactly what "progressivism" stood for: the whole child, education as living, interest, motivation, freedom and the like. One could probably add many more words but these would only add more fuel to an old controversy. It seems far more productive to let the old "traditional vs. progressive" struggle alone and look at today's instruction in such less-threatening terms as "conventional vs. the un-conventional" and the competency-based approach as an integral part of the latter.

With the above in mind, it might now seem possible to take the philosophic assumptions of the "old" and the "new" in regard to the nature of teaching, learning and the child, and compare them with today's conventional approach vs. the un-conventional, competency-based approach. This poses an interesting dilemma since some of today's so-called humanists bitterly oppose the accountability and competency-based movement. What if, to their chagrin, competency-based and "progressivism" went hand-in-hand. Is it not far more humanistic to approach students on a one-to-one basis than in a large group situation where the student is only a number?

The statements which follow must be looked upon as being at opposite ends of a continuum with a variety of positions in between. They might appear thus:



Within the old Traditionalism and Progressivism assumptions, one can easily find the antecedents for most of these statements. However, the difficulty is that the former represent much larger constructs while the latter are more limiting and have less defined parameters.

These statements about the "conventional" approach to instruction vs. the "un-conventional" all affect the instructor, the student and the administrator to some degree. However, the administrator is the key person who can facilitate or inhibit change. Competency-based instruction involves tremendous change for the instructor in developing materials, organizing and implementing a system, individual consulting and the budgeting of time. For the student, it involves a considerable and often traumatic change from the spoon-feeding, final exam type, conventional approach, to

* This article is part of a presentation made under the auspices of the Teacher Corps Network Program Development Specialist Training Event at San Diego State, April 6-7, 1978. Of special interest to this group was the comparison between traditional teaching and CBI and the changes needed to accommodate the latter. The participants felt quite strongly that most administrators were totally uninformed both philosophically and practically on just what the adoption of this sytem means. As the PDS group requested copies of the presentation, it was decided to include the material in this first issue of the Networker.

complete responsibility for his/her own learning. Yet, in the final analysis, it is the administrator alone who controls the economics of the situation—instructor time, units, facilities, costs and production of materials, to name a few. CBI requires a lot of work—for some, too much—for others, it is well worth it. It may be helpful to look at the following statements in terms of the three categories of administration, instructor and students and focus upon the changes necessary for each to move into a CBI system. Unfortunately, these do not fall into nice neat categories, but the attempt may give some guidance. In juxtaposition the three categories look like this:

CATEGORY I — THE ADMINISTRATION

Conventional	vs.	**Un-Conventional** (CBI)
A. Time is the essence (seat time, attendance, classes, courses, units—critical).		A. Effective performance is the essence (hours, units, courses, seat-time is of much less interest).
B. Success is variable and is communicated by grades A to F (students alone are accountable).		B. Success is determined by effective performance (*both* teacher and student are accountable). Grades are not important.
C. Entrance requirements are essential for readiness and critical for success.		C. Exit requirements are essential—start where student is.
D. Fixed schedule; time, place, hour strictly adhered to.		D. Schedule flexibility: there may be *no* classes (instructor must be available on an individual basis).
E. Learnings built around courses, hours, units, grades.		E. Learning built around competencies to be performed at a level of mastery.
F. Staff selection based on needs to man courses and administrative expediency.		F. Staff selection is determined by total program needs and instructor expertise (necessitates differentiated staffing and team teaching).
G. Evaluation of instructor is primary, evaluation of program is secondary, change is often welcome.		G. Evaluation and change are integral parts of program-continuous feedback process for change and improvement.
H. Principal delivery system for content by instructor is lecture, discussion and demonstration.		H. Delivery system is anything that facilitates effective performance.

CATEGORY II — THE INSTRUCTOR

Conventional	vs.	**Un-Conventional** (CBI)
A. Knowledge + effective performance = student achievement.		A. Effective performance = student achievement (knowledge and performance are part of same process).
B. Fixed rules, regulations and instructor must enforce them.		B. Minimum of rules and regulations, instructor and student established, self-enforced.
C. Theory first, practice second.		C. Field centered approach makes theory and practice concurrent.
D. Group-centered instruction—little regard for individual learning styles.		D. Student-centered instruction—major concern is individual learning style.
E. A "good" teacher is determined by how much he/she knows and how well it is presented, instructor's ego is critical.		E. A good teacher is determined by how effectively students perform the competencies— instructor's ego unimportant—student's performance is!
F. Instructional efficiency comes first (organization); goals, objectives follow.		F. Goals, objectives, competencies come first, management system follows.

G. Degree of personalization dependent upon whim of the instructor.

H. Within broad parameters, content is largely determined by instructor.

I. Encourages competition—the best will survive.

G. Individualization of instruction *means* personalization and is an integral part of the process.

H. Within specified parameters, content is determined by team of practitioners in terms of performance to be achieved.

I. Encourages cooperation, all can succeed.

CATEGORY III — THE STUDENT

Conventional	vs.	**Un-Conventional** (CBI)
A. Students are accountable for content as determined by instructor.		A. Students and instructor are both accountable in terms of effective performance of competencies.
B. Student role is passive—Instructor's role is active—"*make* 'em learn."		B. Student is active—responsible for own learning—Instructor's role is facilitative "help 'em learn."
C. Group-paced learning, move on to next unit whether student is ready or not.		C. Student paced learning, effective performance is aim, time it takes varies with individuals.
D. Decreased reliance on teacher as counselor and guide and increased reliance on content to "pass the course."		D. Increased reliance on teacher as counselor and guide—passing the course has no meaning but effective performance of competencies does.
E. Beat the system, cheat, beg or borrow.		E. No reason to cheat or "beat the system," only hurts self.

In viewing the previous listings, it is probably easy to say that the items on the left are not representative of "conventional" education today. However, if viewed as being on a continuum, they are representative. While the items on the right probably leave less room for placement along a continuum, in no sense do they appear incompatible with the "progressive" or humanistic approach. In fact, they appear as the very essence of humanism. Maybe the use of a large "H" is more preferable than the small "h"? It is a strange paradox wherein today's Humanists must loudly and publicly proclaim their opposition to the un-conventional even though most of the unconventional antecedents are humanistic. It may be that the Humanist must constantly wear his large "H" on his shirtsleeve to convince himself that he has a monopoly on humanism (small "h"). Be that as it may, of critical importance here is the nature of the changes the implementation of CBI creates when compared to most current instructional programs. The ingredients that make up the success or failure of a CBI program can be found somewhere along this "conventional vs. the un-conventional" continuum. Good programs do not often fail—people do!

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Project Descriptions

The California Teacher Corps Network is made up of nine Teacher Corps Projects. Each project director serves as a member of the executive board which in turn is assisted by an appointed executive secretary. Two of the projects are located in private universities (University of Southern California and Santa Clara); two are in state colleges (San Bernardino and Stanislaus); and five are in state universities (Fullerton, Hayward, San Diego, San Francisco, and San Jose). Three projects are eleventh Cycle and six are twelfth Cycle. A description of some of the projects follows.

California State University, Fullerton/ Mountain View 12th Cycle Teacher Corps Project

The California State University Fullerton/Mountain View School District (El Monte, California) Cycle 12 Teacher Corps Project has as its goal the establishment of a community based training complex that will improve the educational opportunities available to children from low-income families. In order to achieve this goal the project is attempting to meet the diverse needs of five distinct groups of people: 1) Teacher Corps interns studying to become teachers; 2) classroom teachers; 3) instructional aides; 4) parents and community members; and, 5) university faculty.

Kids are what it's all about!

Located at Miramonte Elementary School, the project hopes to develop a model that can be adopted by the other nine schools in the Mountain View District and utilized by the university. This model has nine major components: 1) establishing a Parent/Staff Training Center; 2) developing a program of effective continuing education for the teachers and instructional aides of Miramonte School; 3) providing support for the improvement of the Bilingual/Multicultural curriculum; 4) training and advising four student interns as they pursue a teaching credential and master's degree; 5) helping parents and community members work together to meet individual needs and solve common problems; 6) teaching parents how to help their children prepare for school through a combination of Home Start and Pre-School experiences; 7) encouraging an assessment of needs and a consideration of change at the university: 8) demonstrating a method of parent, community, and staff development that will help the school district enhance their programs; and 9) contributing to the improvement of student growth and development.

In the first year of the Teacher Corps Project all of the components have been addressed and significant progress has been made in attaining the individual objectives. In order to develop an effective program of continuing education for the teachers and instructional aides of Miramonte School the project has endeavored to respond to personal needs and interest of each staff member. Based on the assumption that true growth cannot occur unless the individual determines the direction and progress of his or her development, the project has worked to create a process of personalized staff development.

How did you like that story?

As part of this process the project staff began the school year by meeting in small groups with all Miramonte staff members to generate discussion and solicit input for the design of the staff development program. Following these meetings surveys were used to identify the staff's specific needs and interests. With this information it was possible to plan a program that addressed the primary needs of every person.

Waiting for the prof.

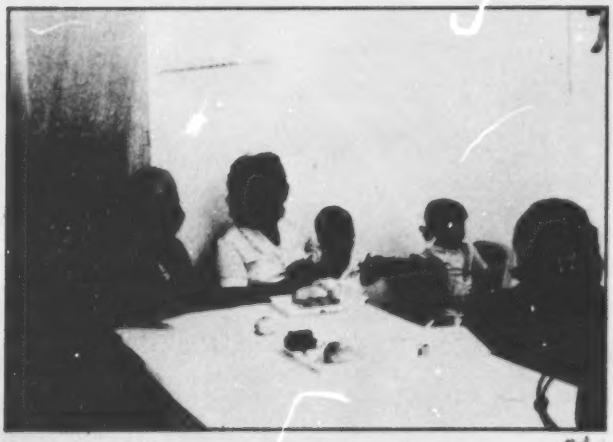
Many times it was feasible to bring individuals together for a workshop that focused on a common interest. This was the case with reading, language development, bilingual education, and Spanish. In other cases, such as movement education, classroom management, exceptional children, and behavior awareness, consultants worked with teachers and their students on a one-to-one basis. These workshops, demonstrations, and consultations were supplemented with conferences, visitations to other programs, and special speakers. Instructional aides participated in some of the class sessions with teachers. At other times they had separate seminars on topics of their own interest.

Although a process of personalized staff development is by its very nature voluntary, 100 percent of the teachers chose to participate in some facet of the program. An attempt will be made in the second year of the project to expand the process with the introduction of Individual Improvement Plans. Hopefully these plans will help teachers target specific teaching behaviors and provide support for their efforts to become more proficient in the art of teaching. In addition, varying time formats will be used, since adequate time for staff development is a major concern that should be addressed.

In January of 1978 a Parent Center was opened. Due to the lack of space at Miramonte School it was necessary to locate the Center in the nearby San Gabriel Valley Multi-Services Complex. The staff of the Multi-Services Complex, which includes social workers and community liaisons, has worked with the Teacher Corps School Community Council to establish a Center where parents can come to help the school, their children, and themselves. The proximity of a community agency has provided the parents who come to the Center with invaluable resources and professional referrals.

Within a short time the Center has become a home for a variety of activities. In fact it soon became necessary to move the Center to a larger room within the complex to accommodate the large number of parents and children who use the facility. In addition to classes in Child Development, parents come to the Center to make materials (i.e., puppets, puzzles, and other manipulatives) that can be used to help children learn. In addition, parents may make things for themselves.

Time for lunch!



Now what's the problem?

The Teacher Corps interns and four parents have begun to make home visits in the Miramonte attendance area. Working together in teams, the interns and parents are attempting to assess individual family needs, encourage participation in the activities of the Parent Center, and demonstrate how parents can help their young children prepare for school. As a goal of the second year, the project will try to integrate this Home Start effort with the school program. It is hoped that

bringing teachers and parents together will have a synergistic effect on their efforts to help children learn.

Meetings can be fun!

At the University, the Teacher Corps has been instrumental in stimulating a process of review and change. With the support of the Division Chair, the Elementary Education faculty was encouraged to explore alternatives to the present preservice teacher education program. Teacher Corps was able to arrange a field trip for five faculty members to San Diego State University to investigate their program. This trip led to a series of discussions culminating in a decision to broaden the preservice preparation program and reorganize student teaching so that it is included in both semesters of the program. In addition, the faculty decided to create an individualized Study Laboratory that can be used to complement existing preservice and inservice programs. Teacher Corps has purchased materials, equipment for the laboratory, and faculty released time to provide additional programmatic resources. Following a Teacher Corps Network workshop on Clinical Supervision, attended by five members of the Elementary Education faculty, it was suggested that a presentation be made in the fall on Supervision techniques for the entire faculty. It is hoped that Teacher Corps will be able to stimulate more activities of this nature in the second year of the project.

Every year I learn something new.

The four Teacher Corps interns have been an active part of the entire project. In addition to their classes at the University, they have been involved with the operation of the Parent Center, become an integral part of the Home Start component, participated in many of the staff development workshops, served on committees, made extended observations and participated in many classroom situations, and organized a program for Bluebirds and Campfire girls at Miramonte School. The demands placed on our interns have only been exceeded by their efforts.

In retrospect, the first year of our project seems like five years of work, but in reality, the time passed very quickly. During the preparation of the first year report we were able to identify 79 different activities Teacher Corps had generated. Perhaps we have tried to do too much. Certainly every attempt has not met with success. Yet, we are proud of our project and grateful for the opportunity to try to make ideas become reality. We are looking forward to our second year.

Teacher Corps, California State University, Hayward Learning to Match and Matching to Learn

Any time you become involved with energy manifesting itself as an idea you are involved with movement. That movement can be from a global, intuitive hunch toward factual, particularized cognitive knowledge. Or it can be the other way around - from the specific to the general. More likely it will bounce back and forth between the two poles many times before the kinetic energy becomes a completely integrated idea.

In 1975 we started with a concept called "Matching" derived from the work of David Hunt (1971). For us it suggested the possibility of a teacher training model that would "coordinate the effects of educational environments upon particular types of students to produce specific objectives."[1] Hunt's formula,[2] E:P→B (Environment radiated toward a Person leads to Behavior), felt good to us: E became learning environments, P became learning styles of students, and B was translated to learning outcomes. We now had the general sequence for our preservice program called MATCH.

MATCH PROGRAM GENERAL SEQUENCE

	Learning Environments	Learning Outcomes	Learning Styles
Spring Quarter	• Flexibly modulate from one environment to another based on pupil learning style • Manage multiple environments simultaneously	• Committed to use of learning outcomes • Able to classify learning outcomes rapidly & accurately	• Commitment to use of learning style assessment measure • Commitment to construction of pupil learning profiles
Winter Quarter	• Modify known environments based on pupil learning style • Expand variety of environments radiated	• Able to classify learning outcomes • Expand concept of learning outcomes	• Construct individual learning profiles • Acquire competency in the use of learning style assessment measures
Fall Quarter	• Radiate a variety of environments • Discriminate among environments	• Become aware of a range of learning outcomes	• Become aware of learning style assessment measures

We were still at the pole labeled "global" and it was going to take us three years before the details would be filled in to any extent and a start made at synthesizing them into a unified whole. But we knew we were flowing in a positive way with the energy which had captured our thinking.

Of the formula's three variables, learning environments, learning styles, and learning outcomes, the one we chose to start with was learning environments. Although our teacher trainees would explore and manage several environmental factors, the degree of structure in the environment would be the crucial factor being manipulated to accommodate learners. Degree of structure we defined in terms of elements such as degree of teacher directedness, clarity of task, specificity of procedures, amount of learner decision-making, social setting and norms for peer interaction, types of feedback, quantity and accessibility of material resources and length of time. Because of past experiences (one member of the team had worked with Gagne and the other with Taba), teaching strategies seemed the logical organizing tool for the ingredients we wanted to combine.

Joyce and Weil's *Models of Teaching* (1972) became a major resource. We started with strategies of moderate and high structuring - Concept Development (Taba), Concept Attainment (Bruner), Exploring Feelings (Taba), Resolving Interpersonal Conflicts (Taba) and Reading for Meaning (Hardy) being examples of moderate structuring;

strategies such as Advanced Organizer (Ausubel), Chaining (Gagne) and Concept Presentation (Tenenberg) being examples of high structuring. Both cognitive and affective learning outcomes were provided for.

Decision Workshop — Learning Style Preferences

Implicit in the idea of strategy structure was student conceptual level. How does a teacher make decisions about what strategy to use, when it should be used, for whom? We again drew on Hunt's theoretical modeling which approached individual differences in students in terms of three levels of conceptual development, each representing greater differentiation, discrimination, and integration. The kinds of learning environments appropriate for each stage were also set forth by Hunt:

> **Sub I** group includes persons of very low conceptual level who can be described as unsocialized, self-protective, immature, having few alternatives to use in coping both interpersonally and cognitively, having a low tolerance for frustration. Persons in Sub I group need a high degree of structure, e.g., a teacher (as opposed to pupil) centered approach with the teacher supplying the rule or principle followed by specific concrete examples, rote learning experiences, short-term tasks, and a consistent, protective, tolerant environment.
>
> **Stage I** group includes persons who are dependent, authority-oriented, concerned with rules, and who conceive issues in terms of "either-or." These persons need moderate structuring, e.g., the teacher supplies examples followed by the rule/principle followed by student examples; the teacher encourages autonomy

within normative standards (some negotiation between teacher and pupils around stated rules) encouraging increased flexibility with stated boundaries.

Stage II group includes persons who are independent, inquiring, self-responsible, self-assertive, capable of integrating and synthesizing for themselves, who have in their personal repertoire many alternatives. Their learning environment should have a low amount of structure - the teacher might only supply examples allowing pupils to discover both the rule/principle and the most efficient process for arriving at principles; the environment would be student-centered with much opportunity for self-selected individual activities and projects.

To assess student conceptual level we investigated, but decided against, Hunt's paragraph completion method (1968). This consists of topics such as, "What I think about rules . . .," "When I am criticized . . .," to which the student responds with three or four sentences. The rater codes the underlying conceptual structure of the response rather than its content. We used it to assess the conceptual level of our teacher candidates but it did not meet the criteria for an assessment instrument which teachers would be likely to use: simple to learn and economic in terms of the time needed to administer and score it.

The instrument we did adopt was a teacher observation checklist developed by Ramirez and Castaneda (1974) to assess pupil learning style preferences in terms of field dependence-field independence. Finding this instrument not only gave us an assessment tool, we also found ourselves being inducted into a whole new system whose goal was "bicognition"—the ability to function in either a field dependent or field independent manner depending on the situation. That was mid-year of the first year with our teacher candidates. And we now had a solid foundation for the variable of our formula P = learning style preferences.

The research on field dependence-field independence is based on Herman Witkin's (1962, 1972, 1977) model of psychological differentiation which deals with a person's ability to analyze and structure his environment. Witkin categorizes this ability into two modes on a developmental continuum of field dependence-independence. A person assessed as relatively more field dependent is one who accepts "as is" the structure of an environment, that is, regardless of how an environment is structured, he accepts it. If it is disorganized, he accepts that "structure," partly because he is a receptive personality, partly because he has limited ability to generate his own organization. In terms of self-concept he has a generalized sense of body concept, generalized awareness of needs, feelings, self-attributes which he recognizes as his own and which he identifies as distinct from others. If he finds himself in a situation which is ambigous, he uses external frames of reference to remove the ambiguity. People who are relatively more field dependent have an interpersonal orientation; they show strong interest in others, prefer to be physically close to people, are emotionally open, and gravitate toward social situations.

In contrast, the person who is relatively more field independent is able to structure order out of disorder, analyze and restructure parts of an environment, and has a more developed sense of self as separate from others, choosing to define his own attitudes, judgments, and sentiments. He perceives the locus of control as within himself. Again in contrast to the more field dependent person, he has an impersonal orientation: he is not very interested in others, shows both physical and psychological distance from people and prefers non-social situations.

Over the past thirty years Witkin, Dyke, Goodenough and others (there are now over 1,900 studies published in this area), have accumulated evidence to strengthen the hypothesis that field dependence-independence is a developmental process. There seem to be clear age-related changes over a life span: the years from birth to eight are those in which we would expect to find field dependence predominating. Given certain conditions a marked increase in field independence could develop in the years between eight and about fifteen. After fifteen the developmental curve levels off with a plateau being reached in young adulthood. At some point after thirty years of age it is believed that an increasing field dependence predominates.

Ramirez and Castaneda (1974), based on research of their own and others, see a need to qualify Witkin's theory of differentiation. They propose that field dependence and field independence may be two distinct ways of functioning, two discrete styles rather than two modes on a developmental continuum. The Riverside and Houston studies by Ramirez and Castaneda point to the possibility that, because of socialization practices of different culture groups, field dependence or field independence is differentially encouraged. For example, Mexican-American children seemed to be relatively more field dependent than Anglo-American children and this tendency showed up more in children from Mexican-American homes in which traditional Spanish values were emphasized.

Ramirez, Castaneda and Cohen (1969), among others, view U.S. public education as favoring one mode of behavior—that of field independence. They would like to see schools function in a culturally democratic way; that is, provide both for matching and developing the two styles. They would like to see opportunities for both field dependence and field independence, that is, environments which recognize and encourage cooperation as well as competition,

social sensitivity and task orientation, high and low structuring of curriculum materials, fact-oriented and people-oriented materials. Bicognition is their goal.

One other portion of our outlined whole was filled in that first year. Having trained our teacher candidates to use the Ramirez and Castaneda teacher observation checklist to assess their pupils' learning style preferences, we asked them to modify in the direction of field dependence or field independence the teaching strategies in which they had achieved competency. The modifications they made seemed forced and awkward. Part of this stemmed from what was at that time an inadequate understanding on our part of field dependence-field independence. But, more importantly, we discovered that the task was not to modify the strategy itself but to change the conditions surrounding the strategy, e.g., forming children into small groups, setting up learning center, personalizing the data, etc.

In 1976 in addition to our responsibility for a new group of teacher trainees we began a two-year Teacher Corps inservice program for the staff of an Oakland, California elementary school. The opportunity to work on site with them and their three hundred plus students moved us very close to the differentiated pole of our concept, Matching.

During that first year of inservice our approach and our conceptualizing changed relatively little. Teaching strategies were still the heart of learning environments. Teachers used the Ramirez and Castaneda checklist to assess student learning style preferences. We did a loose sorting of student preferences and found that four or five youngsters in each classroom had no preferred tendency toward field dependence or field independence. Meeting with the teachers weekly in small clusters we discovered that teachers felt more comfortable with learning "packages," such as Math Their Way and Magic Circle, than they did with discrete strategies. Because our own thinking about the match between specific learning environments and student learning styles was still somewhat general—("Express your feelings of approval to field dependent youngsters"; "Encourage competition among field independent children"; "Maintain high structure for the field dependent"), teachers were interested but still anxious about how to implement matching in the classroom.

It was during the second year of inservice that what we regard as a major breakthrough took place. When we assessed our youngsters using the Ramirez and Castaneda Learning Style Preference Inventory we found, as we had the previous year, that our children fell into four major stages of development: 1) the Diffuse Learner who had no learning style preferences: 2) the Field Dependent Learner who looked to either the teacher or peers for direction: 3) the Field Independent Learner who focused on the task rather than the social context of a situation: and, finally 4) the Bicognitive Learner who modulated task orientation and social sensitivity as demanded by a particular situation. But, instead of relying on the rather general statements of the Ramirez and Castaneda instrument to prescribe learning environments for our students, we worked as a school team to develop a set of very specific descriptors for each stage of development. We also decided as a group to concentrate our efforts on the Diffuse Learners. We felt that their needs were greatest and, that having helped them, we would probably help the class as a whole.

With the common focus of the staff and the specificity of the descriptors as a guide, we all began gathering and trying out materials, techniques, and strategies—Concept Presentation, Chaining, and Behavior Modification seemed particularly well suited for these youngsters. We set up a regular system for sharing and discovered that we already had many appropriate activities "hidden in drawers." We had needed the common focus to enable us to make decisions about what we should share with each other. Feedback procedures became very specific. The identity needs and the Diffuse Learners suggested feedback which started with "You are a person who...." Additionally, teachers tried to keep a "mental map" during the day so that they could accommodate most of the students most of the time.

Our project has ended—too soon. We need at least another year to have the kind of in-depth experience with other learning styles that we had with the Diffuse—and with each other. Our concept of matching is still not fully differentiated. But we have moved a long way from the global idea of matching that we began formulating three years ago with that very abstract formula, E:P→B.

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Development of Model Competency-Based Junior High School Instructional Programs Within a Field-Based Training Complex

The San Diego Twelfth Cycle Teacher Corps project is designed to increase the educational opportunities for inner-city students of low-income families residing in an attendance area where the predominance of families reflect a multi-ethnic, bilingual, mobile community. A high level of mobility exists due to the proximity to the Mexican border and the heavy concentration of naval installations and their accompanying low cost housing. The need to increase intercultural communication within the school and its immediate environment has been an issue of great concern for community parents and teachers. Inner-city residents feel strongly that the public schools and the university need to be aware of, and committed to, programs for improving education, reducing problems of cultural conflict, and enhancing the self-identification and aspirations of their children. While other programs and efforts are currently underway to address these issues, continuing low achievement scores and behavioral difficulties indicate that still more remains to be accomplished.

This Twelfth Cycle project is structured to bridge the gap between elementary school and junior high school for students through the training of teachers, academically and professionally, who can function with particular success in grades four through nine. One school, Memorial Junior High School, and one of its "feeders," Logan Elementary School, supported by the resources of a field-based Training Complex, compose the demonstration unit.

Getting down —

In order to improve the quality of education and to assist university and district faculty in meeting the needs of inner-city students, the San Diego Teacher Corps project has proposed the design, development, and implementation of competency-based preservice, inservice, and community-based education programs. These programs are conducted through a collaboratively-planned Training Complex at Memorial Junior High School. The primary goal of these programs and efforts is to implement and field-test alternative styles of Competency-Based Instruction (CBI) to be developed by the total staff at Memorial Junior High School. Elements of CBI, faculty teaming within an open space environment, and more effective uses of educational technology resources, are being modeled through all instructional programs conducted by the Teacher Corps project. The implementation of the competency-based model in public schools is considered of crucial importance as a means of addressing the individual learning needs of students. In addition, implementing CBI instructional delivery systems in the school classroom provide data for an examination of programmatic consequences and accountability.

Serious business...

Through the development and implementation of a Training Complex, the project will achieve the following programmatic goals:

I. *Project Two-Fold*, a competency-based preservice teacher education program to train four interns for effective service at both elementary and secondary level inner-city schools;

The extra-curriculars.

II. *Operation On-Site—Teacher Inservice Education:* the development and implementation of competency-based inservice offerings at the Training Complex servicing the cognitive, affective, and psychomotor needs of the target school population;

III. *Operation On-Site—Paraprofessional Training Program:* the development and implementation of a competency-based instructional sequence designed to improve the quality of instructional classroom services available to students;

Magic in a circle —

IV. *Training Complex:* the establishment of a viable on-site school facility as a vehicle for implementing the competency-based instructional thrusts of the preservice, inservice, and community programs.

The development of this Twelfth Cycle project reflects a wide cross-section involvement of the target school and community. This project addresses the concerns of this group for more effective student learning and positive self-concept. Major project strategies for long-range instructional change include the following:

- multicultural education thrusts permeating both cognitive and affective areas of the overall target school curriculum;

May I have your attention?

- community-based approaches designed to effect greater school-community collaboration in problem solving and decision making;
- training activities to prepare teachers and paraprofessionals for working more effectively with students having learning and behavioral problems in the regular classroom;
- development of an on-site, field-based Training Complex through which all developmental and learning activities will occur;
- training activities to expand and intensify school district integration efforts.

Open house.

It is through these developments that Twelfth Cycle San Diego Teacher Corps is attempting to meet the needs of students, community, university, and school district in bridging the socio-emotional and academic dualities of elementary and junior high school experiences. The project has met with success in initial programs developed during this first year. Development of model preservice and paraprofessional training materials in a competency-based mode have been incorporated within the district and university, respectively. Parent education activities, the operation of a "parent corps," and other community-based education efforts have provided a wide base of support for project programs. The staff position of Training Coordinator has been used effectively for working individually with site staff. The on-site inservice training components are providing relevant and efficient activities for increasing teacher skill levels. Much remains to be accomplished during this cycle; the community and university look forward to its challenges.

The San Jose State University/Alum Rock Teacher Corps Project 1977-1979

The San Jose State University Teacher Corps Project (12th Cycle) was funded in June 1977, by Teacher Corps of Washington D.C., under the Higher Education Act of 1975 (Title V). The Alum Rock Union Elementary School District is the local education agency (LEA) and the site of the program is the William R. Rogers School.

The San Jose State Teacher Corps Project is one of those which has an adaptation of research to teaching thrust. The over-all goals of the project are:

- to improve educational staff development programs by effectively demonstrating, within District policies, viable procedures in the on-site training of inservice and preservice teachers, and
- to improve the range of learning opportunities available to children at the William R. Rogers School, documenting the effects of such improvement on children's behavior and learning.

As negotiated and funded, the project has three research-based components. These are 1) Models of Teaching, 2) Teacher Self-analysis, and 3) Pupil Learning Styles. It has, also, a "curriculum comparison" component which focuses on curriculum development as an outcome of teacher needs assessment, teacher self-analysis, the Models of Teaching training, and the assessment of pupil classroom learning styles. An "exceptional child" component was added as a result of the grant negotiation process.

The second-year amendments include the addition of "parent-teacher interaction" component designed to help teachers become more effective in relating to parents.

Instructional Program for Inservice Teachers

The instructional program for teachers in Rogers School is focused on four areas: Curriculum Development, Models of Teaching, Teacher Self-analysis, and Pupil Learning Styles. The goal of the inservice training is to assist teachers to develop a greater repertoire of teaching strategies, a more effective curriculum, greater control over their teaching behavior, and an ability to apply specific strategies to the everyday problems of classroom management and instruction.

Curriculum Development. The main features of the curriculum component include a non-graded, criterion-referenced mathematics program, a comprehensive science program (sponsored by the Lawrence Hall of Science) and a special interests program. In all three sets of activities, the developmental initiative came from Rogers School teachers, with the Teacher Corps staff assuming a facilitative role.

Models of Teaching. The purpose of the Models of Teaching Component is to broaden the teachers' repertoires of teaching strategies and skills through training in alternative models of classroom instruction. Through the use of various models of teaching, teachers can design a wide range of learning environments suitable to the differing purposes of instruction and the individual learning styles of developmentally different children.

Teacher Self-analysis. This component was designed to help teachers examine their instructional styles and make changes to bring their actual practices more in line with their intended instructional methods. One way in which self-analysis is done is in terms of a case study of a single student. Data are gathered on the teacher's interaction with the case study child in a representative sample of classroom settings. The teacher decides what settings are to be examined and plans the instructional program. Trained observers watch the process of instruction and record the information on data sheets. These data are entered into the computer and are scored to produce a ranking of the teaching styles used in the various settings and the learning styles of the case study child in the same settings. The reports produced by the computer indicate the effects made by the teacher on the learning styles of the case study pupil. Teachers who use the self-analysis sytem are given feedback regarding specific instructional strategies which they might test out in a given situation and the results of the strategies when they have been tried out.

Pupil Learning Styles. The focus of this component is upon the responses of pupils to the instructional programs provided in the Rogers School. Direct observation of students in all classes is the primary source of the data. After identifying the classroom learning styles of all the pupils, the observers show the teachers the results of the observations and they, together, discuss possible curricular changes to improve the learning opportunities for all pupils. Changes in

seating arrangements, ways in which assignments are made, ways in which skills are taught, ways of grouping for instruction, ways in which disturbances are dealt with, etc., are suggested and agreed upon. Once a plan has been worked out, the observer visits the classroom regularly and keeps notes on the responses of selected pupils or the class as a whole to the new plan. The notes are shared each time with the teacher and adjustments to the plan are made if needed. The data gathered each day on individual pupils are recorded on a graph so that the teacher can easily determine how the pupils' learning behaviors are changing as a consequence of the planned treatments in the classroom.

Parent/Teacher Interaction Component

This newly formed component is designed to help teachers become more effective in their interactions with parents. Several methods will be used including the extension of the training program begun as part of the Pupil Learning Styles Component, specifically the training in the use of CASES-based management techniques. Methods of extending the ego-enhancing learning environments created in the classroom to the home will become a major focus of this component. Some of the other activities in this component will include explaining the concept of an "individualized educational plan" (IEP) to parents, sessions on how teachers can give useful feedback to parents, helping teachers and parents understand a child's learning style and designing consistent learning environments at home and school.

Institutionalization of Exemplary Practices

During the year 1977-78, all student teachers in the Early Childhood Education program of the Department of Elementary Education were observed during their first semester of field work and practica using two instruments demonstrated in the Project—CASES and STARS. They were also taught in the use of the CASES-based classroom management systems and the CASES data collection procedures, and they obtained reliability on the use of the instrument. In addition, they each spent one week (five half-days of instruction, video-tape viewing, peer teaching, and field-based micro-teaching) on each of the three Models of Teaching—concept attainment, synectics, and inquiry training. The teaching skills and management styles of all the ECE students were documented and the information was shared with each of the students in individual conferences following each observation. The data are stored in the computer at the Project to provide comparative data with inservice personnel at the site and to provide an historical record of the characteristics of the graduates of the ECE program for documentation in reports to the University and the California Commission on Teacher Preparation and Licensing.

During the final year of the Project, the use of a microcomputer to assist in data feedback to teachers in the Alum Rock Union School District and in University preservice and inservice programs will be demonstrated. The feedback and documentation system developed during Cycle 10 and then perfected in the first year of Cycle 12 will be transferred to a microcomputer which will allow for a flexible and efficient application of the system throughout the District and the programs of the School of Education.

An example of this application is the current use of both Models of Teaching and the computer-assisted feedback system in the demonstration preschool operated by the Institute for Research in Child Development at the University. In this program, handicapped preschool children are integrated with normal children and the progress of all children and their transactions with their teachers are documented. The system will become part of an outreach effort to be funded by the Bureau of the Handicapped once it is fully operative on campus. This outgrowth of the Teacher Corps Project is already drawing regional and national attention as the public schools begin to respond to the mandates of PL 94-192.

The final year will also see the extension of the training activities of the various components of the Project to include teachers from all schools in the District. In addition, workshops based on the developmental work supported by the Project are currently being scheduled for summer and fall, 1978, by Project staff members in collaboration with the California Staff Development Network.

The University of Santa Clara/ Ravenswood City School District Teacher Corps Project, Cycle XII

BACKGROUND INFORMATION

The University of Santa Clara/Ravenswood City School District Cycle XII Teacher Corps Project is housed at Belle Haven School in East Palo Alto, California. The school enrollment of 638 students in grades kindergarten through eight includes the following ethnic breakdown: 85 percent Black, 10 percent Samoan, 4 percent Chicano, and 1 percent White. The school receives considerable federal and state compensatory funding, totaling $265,000 in 1977-78. Belle Haven's staff of 55 teachers is involved in the Teacher Corps Project.

The primary goal at the L.E.A. site is to implement specific objectives in the following areas:

- Pre- and In-Service Components
- Community-Family Guided Education
- Education That Is Multicultural Component
- Exceptional Child/Diagnostic Prescriptive Component
- Collaborative Decision-Making Component

At the University of Santa Clara, the primary goal is to revitalize the graduate curriculum in the Teacher Education Program and the Master's in Reading Program.

DESCRIPTION OF MAJOR COMPONENTS

Pre- and In-Service Components

Pre-Service Component: An academic program for the interns which leads to a Multiple Subject California teaching credential and an M.A. in Reading has been established. The component integrates the interns' academic work with their school and community activities. The interns are involved in all in-service courses, which means that part of their academic work is on site at Belle Haven and integrated with the training of experienced school staff. The interns have participated in a comprehensive introduction to the juvenile justice system, have established a successful sports-tutoring program, and have initiated a school-community newspaper written by Belle Haven's sixth, seventh and eighth graders.

In-Service Staff Development Component: The Program Planning Committee has been established as the collaborative decision-making group for in-service education. First, the committee designed a plan of possible options for in-service education after having surveyed the Belle Haven staff to determine their priorities. As a result of the survey, courses have been offered in math, reading, multicultural education, and diagnosis and prescription for the learning handicapped. Teacher Corps sponsored two Wednesdays per month in-service training sessions for staff; topics of training included reading, mathematics, multicultural education, and teaching exceptional children. For staff members whose interests were not covered by the course offerings, the opportunity has been made available for them to attend specific educational conferences or workshops providing they demonstrate how information learned at the conference will be applied in the classroom.

Community-Family Guided Education

The Community-Family Guided Education Component is a result of joint planning and decision making by school staff, Teacher Corps staff, interns, parents and community persons. Activities in this component include the following:

1. The development of a comprehensive *career education curriculum* and program which is community based. This involves the maximum utilization of community persons, agencies, business and resources within the school setting for activities related to career preparation, curriculum development, as well as an ongoing involvement with the school when the Teacher Corps Project is no longer in existence.
2. *Community-based Tutorial Programs:* This activity utilizes high school students who provide tutorial services for youngsters within the demonstration school site. The tutorial session is product-oriented utilizing the language experience approach to the teaching of reading and generating student-developed reading materials for continuous use within the schools.
3. *Parent Education:* Parent education courses have been developed which are designed to enhance the effectiveness of community persons in the school setting. These courses involve senior citizens and parents of youngsters within the demonstration school site and provide credit for participation through the local adult education program.

4. *Home Learning Centers:* Model home learning centers are being developed throughout the community to provide a corps of persons interested in upgrading the educational skills of youngsters within the community. Centers are located within the community where youngsters can expand their school-related experiences.

Multicultural Component

The Multicultural Committee has designed all in-service multicultural activities in conjunction with the Program Development Specialist.

1. Curriculum materials are being developed for various cultural groups which are in the majority in the Ravenswood City School District, i.e., Blacks, Caucasian, Chicano and Samoan. In addition, curricular materials on the other aspects of multiculturalism including ageism, sexism, handicappism, and classism are being prepared.

   During the 1978-79 school year, two courses in "Education That Is Multicultural" will be available to staff persons and interns. Also, three workshops in "Education That Is Multicultural" will be given to the entire school staff at Belle Haven. Additionally, Teacher Corps will sponsor a major regional conference in "Education That Is Multicultural" in fall 1978.

Exceptional Child/Diagnostic-Prescriptive Component

The Exceptional Child/Diagnostic-Prescriptive Committee is implementing extensive plans involving Diagnostic-Prescriptive techniques and the Exceptional Child. These include the following:

1. Participation by the K—3 teachers in the "You, Me, and Us" program in collaboration with the interns. This program emphasizes training children to become sensitive to and to accept other children who are handicapped.
2. Design and implementation of a series of three courses in Diagnostic-Prescriptive techniques and the Exceptional Child for teachers and interns.
3. Within the scope of the alternative school thrust, a Diagnostic-Prescriptive Center in Reading is being developed. The center will house a professional library, diagnostic and remediation materials designed for use by the regular and special educator.
4. A minimum of three in-service sessions for the entire staff will be devoted to diagnostic-prescriptive techniques usable with all children including the exceptional child.

Collaborative Decision-Making Component

A systematic management and evaluation plan, which incorporates collaborative decision making involving representatives of all aspects of the Project, has been established. At regular monthly meetings, committees for each component make decisions, resolve problems, document the activities of their component, evaluate its effectiveness, and communicate about activities of all components in order to integrate efforts when possible and appropriate.

Because the management plan was designed in fall 1977, and considerable attention was given to the documentation and continuous monitoring of Project activities and accomplishments, the Project has been able to accomplish its major goals in the components.

University of Santa Clara

Participation in the Teacher Corps Project has resulted in several University of Santa Clara faculty members jointly developing in-service courses with the Belle Haven teachers and teaching these courses on site for interns and experienced teachers. I.H.E. faculty have participated fully in all Network and Project activities and opportunities for training. The University's teacher training program is beginning to demonstrate the influence of the Teacher Corps Project by gradually adopting a competency-based model and by employing clinical supervision methods in the student teaching sequence. The Master's in Reading program is incorporating an individualized and field-based experience with the use of a multimedia approach in an effort to improve specific skills of its participants.

The California State College, Stanislaus California Youth Authority Teacher Corps Youth Advocacy Project

The Stanislaus State College Division of Education in collaboration with the California Youth Authority, established a teacher training complex at the O.H. Close School located near Stockton, some forty miles from the college campus. Like other Teacher Corps Projects this one had three major components:

1. A pre-service competency based teacher education program leading to the single-subject credential.
2. An in-service program that offered the school staff on-site learning experiences to increase their skills as teachers of incarcerated young males and also made available course work towards a Master of Arts degree.
3. A community education program designed to provide the interns with experiences in community programs for youth on parole and to establish on-going programs to enhance understanding and articulation between school staff and the communities to which the students would return.

All three components addressed themselves to education that is multi-cultural and to working with exceptional learners in the regular classroom.

The project began in June, 1976. In August an amendment was submitted that established a second activity utilizing funds channeled through Teacher Corps by the Law Enforcement Assistance Administration (L.E.A.A.).

Activity II was designed to:

1. Directly involve a cross-section of a public secondary school's student population in planning and carrying out activities to reduce the incidence of crime, violence and disruption in the school setting.
2. Involve students, teachers, parents, and others in the school neighborhood in planning and carrying out programs to reduce fear of violence to students going to and from school, as well as, in school.
3. Provide needed training for students to effectively participate in planning, implementing and evaluating intervention activities.
4. Provide needed education and training for professional paraprofessional and volunteer personnel engaged in working with troubled youth.

A Stockton junior high school serving an area of high delinquency and having the highest record of disturbances, vandalism and suspensions in the district, was selected as the target school for this second activity which also included teacher in-service and community education components.

The first six months of the project were devoted mainly to recruiting, orienting, and training staff and interns, and the in-service and community programs. The advent of Activity II in August created new staff positions and expanded the roles of most of the original staff so recruitment and orientation went on into October. The pre-service program began in September. Planning for the in-service components was done separately with the teachers at each site since teaching times and other conditions differed greatly. The community component for Activity I was viewed as involving the residence hall staffs which serve as "parents" while the young men are incarcerated. With the advent of Activity II, a second, more typical school community came into existence and extensive new planning was undertaken to broaden this component.

Pre-service Component

While the interns' transcripts will show traditional course numbers and titles spaced over a two-year period, the actual program was in three phases. Each phase was a systematically planned sequence of experiences involving theory, methodology, simulation and field work. The system and text materials were developed by Dr. Laurence J. Peter under the title "Competencies for Teaching." The first phase focused on individual instruction, the second phase on classroom instruction, and the third phase on therapeutic instruction which deals with the exceptional learner. The reading course was integrated into the first and second phases.

In-service Components

Designing in-service for the O.H. Close School staff proved a unique task. These teachers are employed from a civil service list and though they must have a credential, they do not necessarily teach in their college major or minor. They work from 7:45 A.M. to 4:45 P.M., in a year-round school. Classes meet from 8:00 to 12:00 and from 1:00 to 3:00 four days a week. The fifth day the teacher is involved with the hall staff as an integral part of

the treatment team. In addition to earning vacation and sick leave, teachers also earn education leave which makes it possible to attend workshops or classes on school days.

The needs assessment conducted at O.H. Close School in the fall by the interns and eleven of the teachers used a questionnaire and interviews to identify teacher needs and interests. Some thirty-six topics emerged. These were grouped into three categories: 1) Foundations - providing general knowledge base, 2) Curriculum and Instruction; and 3) Exceptional Learner. Some topics were incorporated into specific courses designed for the master's program sequence while other topics are covered in workshops or by attending conferences.

In view of the very limited appeal of college classes for credit, the O.H. Close administration revised its educational leave policies and encouraged teachers to use accumulated time to get away from school to attend conferences and workshops relevant to their teaching responsibilities. The education leave procedure provided for substitutes, which could not be paid out of the original grant monies, and Teacher Corps funds paid for travel and conference expenses.

At the junior high school, a teacher committee assisted the Associate Director in conducting a needs study and in planning the program to meet those needs. Again, classes for credit or after school time were not requested. Fortunately, money from the L.E.A.A. grant could be used to pay for substituttes and the principal agreed that up to ten teachers could be gone at any one time. Workshops during school hours became the prime delivery system for this group.

The project evaluator has completed interviews with both school staffs. Both agreed that a major part of their indicated needs had been met and expressed a high degree of satisfaction with their programs.

Community Based Components

O.H. Close School is a year-round, 24-hour school and a community in itself. The California Youth Authority had already established participatory management. As a result, when the project started there were three kinds of school/community groups in operation: 1) A management team representing each segment of the total operation; 2) The treatment team existing in each residence hall that included hall staff, "parents," and teaching staff working with hall; and 3) An educational program management team. Project staff had representation on each of the teams mentioned thus providing channels of communication.

Community Education in this instance consisted of trips by hall staff to visit other Youth Authority installations. Hall staff were also encouraged to take part in the teacher in-service activities.

The addition of Activity II, generated a more typical school/community base. The Community Coordinator, working closely with the project's Associate Director at the school site, and with parent and other cummunity representatives, designed and conducted workshops to assist parents in understanding and helping their children at home and to assist parents in becoming effective volunteer workers in the school. Training for those involved, or wishing to become involved, in working with troubled youth was also provided.

The four project interns were involved as teachers and participants in both community programs.

Based on the two years experience with the Teacher Corps funded field center, the college has made plans to establish a permanent teacher education field center in the Stockton area. Using an existing off-campus liberal studies degree program offered in cooperation with San Joaquin Delta Community College located in Stockton, the college expects to be able to provide credential and in-service programs for upper division and graduate students in this urban center forty miles from the campus.

Overview of the 1977-78 California Teacher Corps Network Activities

by John R. Williams, Executive Secretary
California Teacher Corps Network

The nine-month period of September 1977 through May 1978 saw the California Teacher Corps Network supporting some 54 separate activities and meetings. The range of activities varied from supporting the attendance of 45 persons at a Regional Multicultural Conference to facilitating the attendance of a single Project Director at a Ryan Commission Seminar for Commission members. A calendar listing of Network activities is shown in Figure 1 to demonstrate the nature of the networking period.

The California Teacher Corps Network Board of Directors developed a set of Network goals in September 1977. These were developed to guide the efforts of the Network this past year. Figure 2 represents how Network activities and goals interacted during this work period. It is interesting to note that "Role Group Support Systems," "Train Trainers" and "Leadership and Modeling of Educational Practices for Service Area" seemed to be the prime goals which were most heavily impacted by the Network activities.

Figure 3 represents the summary of evaluation data collected from participants in regard to the Network training events. Analysis of the data collected seems to indicate the following:

1. Training events which were preceded by one day of planning session by all the participants received higher ratings than those that did not have such planning sessions.
2. Training events that were preceded by a written needs assessment of the participants received higher participant ratings than those that did not incorporate such needs assessments.
3. Training events which utilized participants as training resources received higher ratings than those which did not.
4. Training events which were for role-alike project personnel received higher ratings than those which had a topical theme and included persons with diverse project roles.
5. Training events which were conceptualized and designed by the Network received higher ratings than those designed by outside personnel.
6. Training events which were preceded by the dissemination of extensive advance information to participants which definitively spelled out desired participant outcomes received higher ratings than those which were not preceded by such information.
7. Training events for groups comprised of fewer than 12 persons received higher ratings than those for groups comprised of more than 12.

The Network will attempt to incorporate the lessons learned from data collected this Network Year into future Network operations.

(See Figures 1, 2, and 3, following pages.)

Figure 1:

California Teacher Corps Network
Summary of Activities
1977-78

1. Board of Directors Meetings

August 4 ..... Washington, D.C.
September 25-29 ..... Carmel Valley
November 16-17 ..... U.S.C.
February 10 ..... Los Angeles
May 25-26 ..... Catalina

2. Executive Committee Meetings

September 1 ..... San Diego
November 3 ..... Hayward
December 8 ..... Sacramento
February 21 ..... Berkeley
April 13 ..... San Diego

3. Planning Meetings

P.D.S. Training
September 23 ..... San Jose
Lawrence Hall of Science
November 3 ..... Berkeley
November 22 ..... San Diego
CALNET Ed Policy Seminar
November 8 ..... Sacramento
December 7 ..... Sacramento
Network Dean's Activities
November 30 ..... San Diego
Project 78 State Guidelines Advisory
December 8 ..... Sacramento
February 21 ..... Berkeley
Network Validation
February 10 ..... Los Angeles
Network Administrator Training
February 20 ..... San Diego
March 16 ..... San Diego
Team Leader's Training
March 29 ..... San Jose
I.H.E. Faculty Training
March 30 ..... San Jose
Community Coordinators Training
March 31 ..... San Jose

4. Editorial Board

October 25 ..... San Bernardino
November 30 ..... San Diego
February 28 ..... San Diego

5. Washington Directed Travel - Washington, D.C.

A.A.C.T.E. Planning
November 1-2 ..... Len Meshover
Network Book Review
December 8-10 ..... Tom Nagel
Dissemination Task Group
February 14-17 ..... J. Williams
Dissemination Task Group
March 22-23 ..... J. Williams

6. Training Activities

Exceptional Child
October 26-27 ..... San Diego
P.D.S.
December 1-2 ..... San Jose
Multicultural
January 8-11 ..... Monterey
A.A.C.T.E. In-service
January 15-17 ..... San Francisco
Cal. St. Ed. Policy Seminar
January 24-26 ..... Sacramento
P.D.S.
February 2-3 ..... Los Angeles
P.D.S.
April 6-7 ..... San Diego
North Inst. Superv.
April 18-19 ..... Santa Clara
Team Leaders
April 20-21 ..... Carmel Valley
South Inst. Superv.
April 25-26 ..... San Diego
I.H.E. Faculty
April 27-28 ..... San Diego
Community Coordinator
May 3-4 ..... Palm Springs

7. Other Meetings Executive Secretary

In-service Presentation
September 7 ..... San Bernardino
Cal. Staff Development Network
December 14 ..... Fountain Valley
Far West Lab Diffusion Conf.
February 23-24 ..... San Francisco
San Diego In-service Consortium Conf.
March 15 ..... San Diego
P.M.I.S. Installation Workshop
March 27 ..... San Bernardino

8. Ryan Commission

Tom Nagel - Seminar
January 20-21 ..... Los Angeles
Presentation
February 2 ..... San Diego

9. Network Visitation

Shirley Hill
February 7-14 ..... Texas
JoAnn Vasquez
February 24-26 ..... Phoenix
Keith Dolan
May 11-12 ..... San Francisco
JoAnn Vasquez
May 24-30 ..... Cal. School Sites

10. National Executive Secretary Meetings

October 18-19 ..... Annapolis
January 9-10 ..... San Diego

Figure 2:

California Teacher Corps Network
Goals vs. Activities Matrix

A darkened circle at the intersection of a goal concept and an activity indicates that the activity has aspects which deal *directly* with the intent of the goal statement.

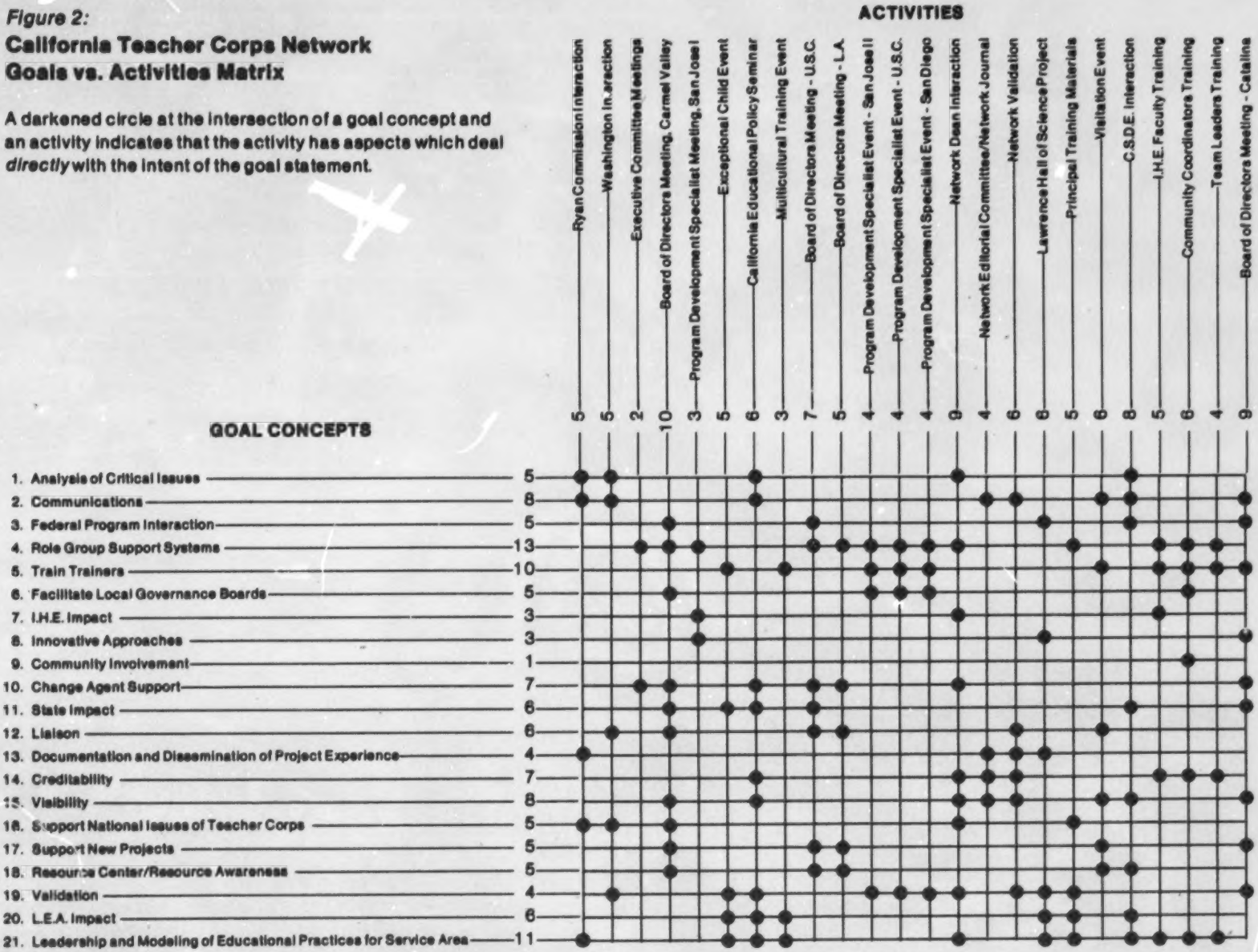
ACTIVITIES
Ryan Commission Interaction
Washington Interaction
Executive Committee Meetings
Board of Directors Meeting, Carmel Valley
Program Development Specialist Meeting, San Jose I
Exceptional Child Event
California Educational Policy Seminar
Multicultural Training Event
Board of Directors Meeting - U.S.C.
Board of Directors Meeting - L.A.
Program Development Specialist Event - San Jose II
Program Development Specialist Event - U.S.C.
Program Development Specialist Event - San Diego
Network Dean Interaction
Network Editorial Committee/Network Journal
Network Validation
Lawrence Hall of Science Project
Principal Training Materials
Visitation Event
C.S.D.E. Interaction
I.H.E. Faculty Training
Community Coordinators Training
Team Leaders Training
Board of Directors Meeting - Catalina
5 5 2 10 3 5 6 3 7 5 4 4 4 9 4 6 8 5 6 8 5 6 4 9
GOAL CONCEPTS
1. Analysis of Critical Issues 5
2. Communications 8
3. Federal Program Interaction 5
4. Role Group Support Systems 13
5. Train Trainers 10
6. Facilitate Local Governance Boards 5
7. I.H.E. Impact 3
8. Innovative Approaches 3
9. Community Involvement 1
10. Change Agent Support 7
11. State Impact 6
12. Liaison 6
13. Documentation and Dissemination of Project Experience 4
14. Creditability 7
15. Visibility 8
16. Support National Issues of Teacher Corps 5
17. Support New Projects 5
18. Resource Center/Resource Awareness 5
19. Validation 4
20. L.E.A. Impact 6
21. Leadership and Modeling of Educational Practices for Service Area 11

Figure 3:

Summary of Training Event Evaluations

Note: Percentages reported are points awarded on CALNET FORM A3A007 divided by possible points x 100. In other words 100 percent would indicate that all participants awarded all possible points to the training event.

	Event Percentages											
	Exceptional Child	P.D.S. - San Jose	Multicultural	A.A.C.T.E. I.H.E. In-service	Ed. Policy Seminar	P.D.S.-U.S.C./Fullerton	P.D.S. - San Diego	Instructional Supervision Santa Clara	Team Leaders Carmel Valley	Instructional Supervision San Diego	I.H.E. Faculty San Diego	Community Coordinators Palm Springs
1. **Advanced Information**	68	81	55	34	82	71	94	67	88	62	75	91
a. Helpful	64	86	51	34	78	72	96	59	83	60	68	88
b. Purposes	65	81	58	31	86	75	93	68	88	64	70	91
2. **Conference Speakers**	77	99	74	71	86	96	92	86	85	93	78	94
a. Knowledgeable	83	98	78	75	95	95	96	88	88	96	81	100
b. Dynamic	73	98	77	68	80	95	86	81	79	85	69	94
c. Appropriate	76	100	67	71	82	97	93	90	88	98	83	94
3. **Conference Organization**	62	85	47	52	83	77	91	70	96	79	86	88
a. Proper Structure	71	95	49	53	90	87	93	77	92	95	83	88
b. Known	54	75	44	50	76	67	89	63	100	62	88	88
4. **Materials**	68	91	52	52	77	85	76	74	89	79	69	91
a. Interesting	73	85	71	53	84	87	82	79	92	79	75	88
b. Informative	64	90	56	50	85	85	79	81	96	83	73	94
c. New Ideas	69	100	47	50	72	90	79	83	88	81	67	91
d. Comprehensive	76	95	53	59	82	87	86	70	92	83	66	88
e. Stimulating	69	95	59	62	78	87	79	77	92	85	67	91
f. T.C. Perspective	54	78	37	53	75	72	61	58	85	48	69	91
g. In-service Oriented	65	95	38	40	60	85	68	73	80	94	67	91
5. **Role Group Sessions**	68	96	70	61	82	88	87	72	91	86	77	91
a. Helpful	69	100	77	56	85	92	92	75	100	82	67	97
b. Understandable	69	100	72	75	85	92	92	75	90	87	79	97
c. Right Duration	62	89	77	62	87	92	92	72	90	88	88	94
d. Organization	75	97	59	81	93	92	100	72	90	92	83	94
e. Right Level	64	91	70	50	66	82	71	66	95	84	79	81
f. Benefit	67	97	64	43	75	80	75	72	81	82	67	84
Average of 5 Categories	68	90	60	54	82	83	88	74	90	80	77	91
6. **Overall Judgment**	70	100	58	46	92	95	94	82	93	93	76	95
a. Satisfaction	70	100	58	50	93	95	93	84	90	95	75	97
b. Expectations	68	100	51	46	90	95	93	82	95	90	75	91
c. Worthwhile	73	100	65	43	93	95	96	80	95	94	78	97
No. Reporting	35	9	26	8	30	10	7	12	6	21	10	8
No. Attending	37	9	42	13	40	10	8	16	7	24	13	8
No. Follow-up Action Plans Submitted	9	3	7	6	NA	8	7	2	2	6	4	0
No. Statement Forms Submitted	NA	NA	NA	NA	22	NA	NA	NA	NA	NA	NA	NA

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NOTICE TO WRITERS: Each issue of *THE NETWORKER* is to be built around a single theme. The fall issue will deal principally with the theme "Institutional Change." All manuscripts submitted should contain a stamped, self-addressed return envelope. Manuscripts should be 1500 to 3000 words in length and may use either the Phi Delta Kappan model or the Publication Manual of the American Psychological Association.

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